STATE EDUCATION INDICATORS

1989

A4355-1

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The Council of Chief State School Officers (CCSSO) is a nationwide non-profit organization of the 57 public officials who head departments of public education in every state, the District of Columbia, the Department of Defense Dependent Schools, and five extra-state jurisdictions. CCSSO seeks its members' consensus on major education issues and expresses their views to civic and professional organizations, to federal agencies, to Congress, and to the public. Through its structure of standing committees and special task forces, the Council responds to a broad range of concerns about education and provides leadership on major education issues.

Because the Council represents the chief education administrator, it has access to the educational and governmental establishment in each state and to the national influence that accompanies this unique position. CCSSO forms coalitions with many other education organizations and is able to provide leadership for a variety of policy concerns that affect elementary and secondary education. Thus, CCSSO members are able to act cooperatively on matters vital to the education of America's young people.

The State Education Assessment Center is a permanent, central part of the Council of Chief State School Officers. This Center was established through a resolution by the membership of CCSSO in 1984. The Assessment Center operates programs to improve the collection and use of data on education by the states. These programs include expanding the breadth of educational data coverage, improving the quality of data that are collected, and facilitating the dissemination and use of data for planning and other functions. This is the principal report of the Assessment Center's program of indicators on education.

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ACKNOWLEDGEMENTS

The preparation of this report would not have been possible without the cooperation of the staff members of the education agencies of the states. Their efforts to provide the data included in this report are deeply appreciated. The leadership of the National Governors' Association and the support of other organizations in pursuing education reform in the United States must also be recognized. Finally, the guidance and support last year of the Council's Committee on Coordinating Educational Information and Research, chaired by Alan Morgan of New Mexico, was greatly appreciated.

This report was prepared by Todd Landfried, Senior Analyst for the CCSSO State Education Assessment Center. Editorial and moral support was provided by Dr. Ramsay Selden, Director of the State Education Assessment Center and by the staff of the Assessment Center. Special thanks goes to Jennifer Scrivner and Ann Ewart of Scrivner/Ewart Associates who designed this year's report.

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INTRODUCTION

THE PURPOSE OF THIS REPORT

Obtaining reliable, comparable data on our country's public education system has been and continues to be a goal of all educational agencies in the United States. These data, called indicators, are statistics collected through surveys or examinations which measure some aspect of the educational system. No reasonable assessment can be made on the progress of America's education system without these indicators. This report represents an annual effort by chief state school officers to compile information systematically on the states' educational programs and on factors which can affect those programs and report that information to the public. New indicators will be incorporated into this report as they become available.

THIS YEAR'S REPORT

For the past two years, the State Education Indicators report has focused on demographic and survey data collected by the CCSSO and other agencies to describe our education system. This year, we are expanding its scope to include data on the issues of at-risk children and school system accountability. We also provide more detailed descriptions of each table in the report.

It would be misleading to compare states solely on one's proximity to another without first comparing the structure and make-up of individual state systems. In monitoring education, it is important to identify the settings in which public schools operate. For example:

- How large or complex are the school systems in the states?
- Are the schools located in urban or rural areas?
- What are the characteristics of the populations these schools serve?
- What are the special needs of students served by a school system?
- What resources are available to the state to support or improve its schools?

These factors permit fair and meaningful comparisons. As demonstrated in this report, some of these data are available. Yet, gaps do exist in this information base that will take time to fill. Little comparative data exist on the outcomes of education such as student achievement or dropouts. Indicators for these outcomes are now under development with the leadership and support of the states.

THE CCSSO PROGRAM ON EDUCATIONAL INDICATORS

The Council of Chief State School Officers has committed itself to state-by-state reporting of basic educational indicators. The Council, through the State Education Assessment Center, is working toward reporting information on a comprehensive set of indicators which describe states' educational systems. This report includes data which meet the program's quality standards.

Educational indicators must address three aspects of the educational system in order to provide information that avoids simplistic and misleading comparisons: educational outcomes, state policies and practices, and state background characteristics.

Educational outcomes are the end products or accomplishments of the educational system. Ideally, outcomes must represent the different goals of education, e.g., student attendance; student achievement; graduation rates; and student progress following completion of elementary or secondary school.

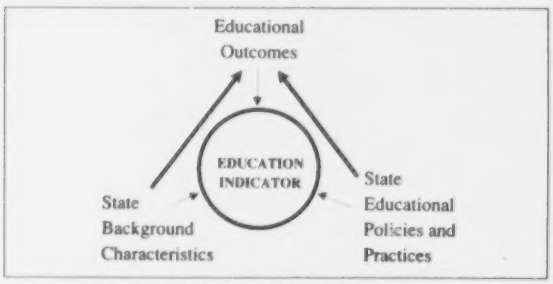
State-level policies must be driven by the need to improve the education system as suggested by these outcomes measures. Features which can be improved through state-level policies and practices are: length of instructional time; instructional content; teacher quality; resource allocation; and programmatic policies.

Background characteristics are typically beyond the control of any education agency and may affect the ability of those agencies to provide the level of services needed to serve student populations. Examples of these characteristics are: student membership; size of the school-age population; income levels; and limits to the states' ability to generate resources.

> "For an indicator system to reach its full potential, the willingness and capability to encompass inputs, processes, and outcomes and establish the relationships among them is essential." (Kaagan and Coley, 1989).

It would be of little value to develop indicators and not analyze them in light of state policies and demographic factors. Direct comparisons of student scores in State A versus State B, by themselves, indicate only a difference in scores. But a comparison of scores between states with similar backgrounds or policies may be meaningful and may indicate that better performing states have programs the lesser performing states should consider adopting.

The CCSSO Indicators Model:



Indicators for these three areas--*education outcomes, state policies and practices, and state background characteristics*, are being developed and reported by the CCSSO and by other state, local and national organizations.

THE QUALITY OF EDUCATION DATA

Educational data varies in its quality and in the appropriateness of the purposes for which they are intended. For example, state-wide averages are available for college admissions tests but are not a valid measure of the general levels of student achievement. This is due in part to the differences in the number of students taking the test in each state and in the type of test taken. Average attendance data are available but are not defined or collected consistently across states. Neither of these indicators are included in this report.

The CCSSO applies rigid standards to the indicators it develops and to those chosen for this report. Meaningful indicators should include only that information which is important and useful for monitoring the progress of education. Data that are of marginal quality are not reported. Only statistics that meet rigorous technical standards should be used. These standards include:

- the validity and appropriateness of the information data to its intended use;
- the reliability of the information;
- the consistency of the data across reporting units, e.g., states; and
- the accuracy and completeness of the data.

New indicators are being developed using these standards. The states are working with the federal government to prepare a state-by-state reading assessment for the 1992 school year. Mathematics results were collected this year in forty states and other jurisdictions. Recommendations made by the CCSSO to improve the comparability of education data collected across states are now being implemented by the U.S. Department of Education with the cooperation of the states.

No data should be collected until it is technically, financially, and educationally feasible and practical to do so. A large part of the progress that has been made in improving the quality of education data has been a result of efforts that have taken these criteria into account.

WHAT NEXT

Establishment of an adequate information base on education is a cooperative effort which includes all sectors of the education community. Future reports must include valid information on teachers' professional capabilities; student completion and drop-out rates; and on special student populations including students at-risk. The years ahead will be difficult for those trying to develop better data, but the results of their efforts will be critical if we are to do a better job of monitoring our educational system.

STATE BACKGROUND CHARACTERISTICS

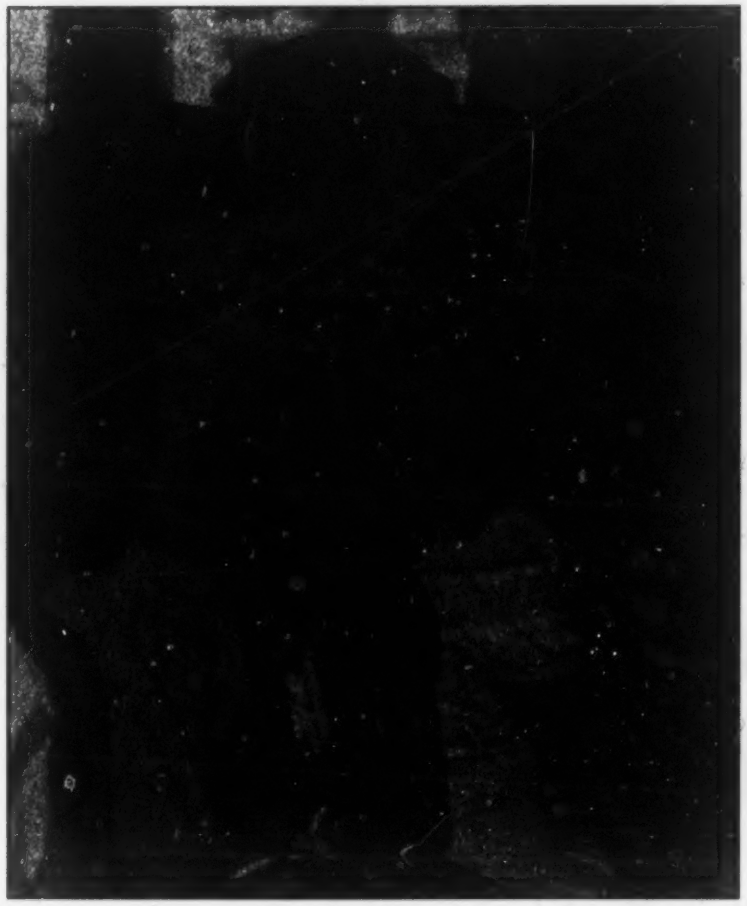


Photo courtesy of Hawaii Department of Education

TABLE 1

SCHOOL SYSTEM CHARACTERISTICS

Public Schools

	FALL MEMBERSHIP	SCHOOL DISTRICTS			NUMBER OF SCHOOLS
	1988-89	Number 1988-89	Membership Under 1000	% Membership Under 1000	1988-89
ALABAMA	724,751	129	2	1.6%	1,292
ALASKA	106,481	55	42	76.4%	453
ARIZONA	574,890	238	142 (1)	50.8%	1,023
ARKANSAS	436,387	329	223	67.8%	1,094
CALIFORNIA	4,618,120	1,077	530	49.2%	7,312
COLORADO	560,081	176	106	60.2%	1,339
CONNECTICUT	463,488	166	54	32.5%	973
DELAWARE	96,678	19	4 (1)	15.8%	168
DISTRICT OF COLUMBIA	84,792	1	0	0.0%	187
FLORIDA	1,720,930	67	1	1.5%	2,432
GEORGIA	1,107,994	186	14	7.5%	1,728
HAWAII	167,488	1	0	0.0%	231
IDAHO	214,615	115	65	56.5%	561
ILLINOIS	1,794,916	972	608 (1)	62.0%	4,225
INDIANA	960,994	303	50 (1)	15.8%	1,923
IOWA	478,200	433	328	75.8%	1,622
KANSAS	426,596	304	217	71.4%	1,465
KENTUCKY	637,627	177	36	20.3%	1,394
LOUISIANA	786,683	66	0	0.0%	1,582
MAINE	212,902	210	172	81.9%	751
MARYLAND	688,947	24	0	0.0%	1,217
MASSACHUSETTS	823,428	359	179	49.9%	1,826
MICHIGAN	1,582,785	561	179	31.9%	3,284
MINNESOTA	726,950	436	287	65.8%	1,559
MISSISSIPPI	503,326	152	10	6.6%	957
MISSOURI	806,639	544	377	69.3%	2,153
MONTANA	152,191	549	517 (1)	92.5%	761
NEBRASKA	269,434	862	826	95.8%	1,512
NEVADA	176,474	17	5	29.4%	315
NEW HAMPSHIRE	169,413	170	118 (1)	62.9%	435
NEW JERSEY	1,080,871	602	317 (1)	48.7%	2,257
NEW MEXICO	292,425	88	49	55.7%	651
NEW YORK	2,573,715	721	242 (1)	33.1%	3,983
NORTH CAROLINA	1,083,156	140	4	2.9%	1,949
NORTH DAKOTA	118,809	296	282	95.3%	681
OHIO	1,778,544	613	120	19.6%	3,738
OKLAHOMA	580,426	609	500 (2)	82.1%	1,832
OREGON	461,752	304	214	70.4%	1,206
PENNSYLVANIA	1,659,714	501	44	8.8%	3,298
PUERTO RICO	661,693	1	0	0.0%	1,676
RHODE ISLAND	133,585	37	4	10.8%	302
SOUTH CAROLINA	615,774	91	6	6.6%	1,103
SOUTH DAKOTA	126,910	191	165	86.4%	792
TENNESSEE	821,580	141	17	12.1%	1,565
TEXAS	3,283,707	1,062	613	57.7%	5,856
UTAH	431,119	40	6	15.0%	730
VERMONT	93,464	276	258 (1)	83.0%	331
VIRGIN ISLANDS	23,492	1	0	0.0%	34
VIRGINIA	982,393	136	13 (1)	7.4%	1,765
WASHINGTON	790,918	296	160	54.1%	1,870
WEST VIRGINIA	335,912	55	0	0.0%	1,065
WISCONSIN	774,857	430	236	54.9%	2,009
WYOMING	97,793	49	23	46.9%	408
U.S. TOTAL	40,876,809	15,378	8,365	54.4%	84,875

SOURCE: Common Core of Data, E.D. Tabs March 1990, No. NCES 90-094, National Center for Education Statistics, U.S. Department of Education

NOTES: Fall membership figures include pre-kindergarten counts. (1) This figure may vary because some districts did not report the size of their enrollment. (2) Oklahoma student counts were aggregated from the school records associated with each district. Data for DoDDS are not available from the Common Core of Data collection.

TABLE 2

SCHOOL SYSTEM CHARACTERISTICS

School Age Population Estimates

TOTAL POPULATION AGES 5 - 17 YEARS

	1978	1983	1988	% Change 1978-88	% Change 1983-88
ALABAMA	854,000	817,000	819,000	-4.1	0.2
ALASKA	106,000	100,000	110,000	3.7	10.0
ARIZONA	536,000	574,000	653,000	21.8	13.7
ARKANSAS	479,000	468,000	476,000	-0.6	1.7
CALIFORNIA	4,677,000	4,638,000	5,113,000	9.3	10.2
COLORADO	590,000	591,000	605,000	2.5	2.4
CONNECTICUT	672,000	574,000	538,000	-19.9	-6.3
DELAWARE	130,000	116,000	118,000	-9.2	1.7
DISTRICT OF COLUMBIA	135,000	93,000	91,000	-32.6	-2.1
FLORIDA	1,681,000	1,769,000	1,947,000	15.8	10.1
GEORGIA	1,180,000	1,199,000	1,280,000	8.5	6.7
HAWAII	201,000	192,000	198,000	-1.5	3.1
IDAHO	203,000	217,000	223,000	9.8	2.8
ILLINOIS	2,503,000	2,227,000	2,144,000	-14.3	-3.7
INDIANA	1,232,000	1,109,000	1,072,000	-13.0	-3.3
IOWA	644,000	558,000	523,000	-18.8	-6.3
KANSAS	489,000	448,000	462,000	-5.5	3.1
KENTUCKY	783,000	756,000	728,000	-7.0	-3.7
LOUISIANA	972,000	944,000	924,000	-4.9	-2.1
MAINE	248,000	226,000	220,000	-11.3	-2.6
MARYLAND	932,000	811,000	801,000	-14.1	-1.2
MASSACHUSETTS	1,240,000	1,025,000	932,000	-24.8	-9.1
MICHIGAN	2,147,000	1,874,000	1,776,000	-17.3	-5.2
MINNESOTA	914,000	799,000	795,000	-13.0	-0.5
MISSISSIPPI	597,000	575,000	574,000	-3.8	-0.2
MISSOURI	1,039,000	934,000	942,000	-9.3	0.8
MONTANA	178,000	161,000	159,000	-10.7	-1.2
NEBRASKA	344,000	304,000	303,000	-11.9	-0.3
NEVADA	150,000	164,000	184,000	22.7	12.2
NEW HAMPSHIRE	196,000	185,000	194,000	-1.0	4.9
NEW JERSEY	1,600,000	1,388,000	1,302,000	-18.6	-6.2
NEW MEXICO	298,000	297,000	315,000	5.7	6.1
NEW YORK	3,797,000	3,273,000	3,081,000	-18.8	-5.8
NORTH CAROLINA	1,238,000	1,195,000	1,187,000	-4.1	-0.7
NORTH DAKOTA	148,000	132,000	131,000	-11.5	-0.7
OHIO	2,411,000	2,130,000	2,049,000	-15.0	-3.8
OKLAHOMA	600,000	633,000	635,000	5.8	0.3
OREGON	513,000	501,000	496,000	-3.3	-1.0
PENNSYLVANIA	2,481,000	2,176,000	2,057,000	-17.1	-5.5
RHODE ISLAND	201,000	170,000	163,000	-18.9	-4.1
SOUTH CAROLINA	682,000	673,000	690,000	1.2	2.5
SOUTH DAKOTA	155,000	136,000	140,000	-9.7	2.9
TENNESSEE	951,000	925,000	921,000	-3.1	-0.4
TEXAS	2,976,000	3,267,000	3,498,000	17.5	7.1
UTAH	324,000	395,000	452,000	39.5	14.4
VERMONT	112,000	102,000	101,000	-9.8	-0.9
VIRGINIA	1,131,000	1,043,000	1,040,000	-8.0	-0.3
WASHINGTON	819,000	807,000	842,000	2.8	4.3
WEST VIRGINIA	402,000	397,000	364,000	-9.5	-8.3
WISCONSIN	1,062,000	937,000	916,000	-13.7	-2.2
WYOMING	94,000	107,000	102,000	8.5	-4.7
U.S. TOTAL	48,046,000	45,130,000	45,386,000	-5.5	0.6

SOURCES: U.S. Bureau of the Census, Current Population Reports, Series P-25, No. 1024, "State Population and Household Estimates, With Age, Sex, and Components of Change: 1981-87." U.S. Bureau of the Census, Current Population Reports, Series P-25, No. 875, "Estimates of the Population of States, by Age: July 1, 1971 to 1979." Data for 1988 were generated by the U.S. Bureau of the Census for the CCSSO and are consistent with Current Population Reports Series P-25, No. 1044.
NOTE: Figures are rounded. Data are based on resident population figures which include Armed Forces personnel.

SCHOOL SYSTEM CHARACTERISTICS
School Age Population Estimates

TOTAL POPULATION AGE 5 - 17 YEARS AS A PERCENT OF TOTAL POPULATION

	1978	1983	1988	Change 1978-88	Change 1983-88
ALABAMA	22.8%	20.6%	20.0%	-2.9	-0.6
ALASKA	26.3%	20.7%	43.3%	17.0	22.6
ARIZONA	22.8%	19.4%	18.7%	-4.1	-0.7
ARKANSAS	21.9%	20.1%	19.9%	-2.0	-0.3
CALIFORNIA	21.0%	18.3%	18.1%	-2.9	-0.3
COLORADO	22.1%	18.8%	18.3%	-3.8	-0.4
CONNECTICUT	21.7%	18.3%	16.6%	-5.0	-1.6
DELAWARE	22.3%	19.0%	17.9%	-4.4	-1.1
DISTRICT OF COLUMBIA	20.0%	14.9%	14.7%	-5.3	-0.2
FLORIDA	19.6%	16.4%	15.8%	-3.8	-0.7
GEORGIA	23.2%	20.9%	20.2%	-3.0	-0.7
HAWAII	22.4%	18.8%	18.0%	-4.4	-0.8
IDAHO	23.1%	22.0%	22.2%	-0.9	0.3
ILLINOIS	22.3%	19.4%	18.5%	-3.8	-0.9
INDIANA	22.9%	20.3%	19.3%	-3.6	-1.0
IOWA	22.2%	19.2%	18.5%	-3.8	-0.8
KANSAS	20.8%	18.5%	18.5%	-2.3	0.1
KENTUCKY	22.4%	20.4%	19.5%	-2.9	-0.8
LOUISIANA	24.5%	21.3%	21.0%	-3.5	-0.3
MAINE	22.7%	19.7%	18.3%	-4.5	-1.5
MARYLAND	22.5%	18.9%	17.3%	-5.2	-1.5
MASSACHUSETTS	21.5%	17.8%	15.8%	-5.6	-2.0
MICHIGAN	23.4%	20.7%	19.2%	-4.1	-1.5
MINNESOTA	22.8%	19.3%	18.5%	-4.3	-0.8
MISSISSIPPI	24.8%	22.3%	21.9%	-2.9	-0.4
MISSOURI	21.4%	18.8%	18.3%	-3.1	-0.5
MONTANA	22.7%	19.7%	19.8%	-2.9	0.0
NEBRASKA	22.0%	19.0%	18.9%	-3.1	-0.1
NEVADA	22.7%	18.3%	17.5%	-5.3	-0.9
NEW HAMPSHIRE	22.5%	19.3%	17.9%	-4.6	-1.4
NEW JERSEY	21.8%	18.6%	16.9%	-5.0	-1.7
NEW MEXICO	24.6%	21.2%	20.9%	-3.7	-0.3
NEW YORK	21.4%	18.5%	17.2%	-4.2	-1.3
NORTH CAROLINA	22.2%	19.7%	18.3%	-3.9	-1.4
NORTH DAKOTA	22.7%	19.4%	19.6%	-3.1	0.3
OHIO	22.4%	19.8%	18.9%	-3.6	-0.9
OKLAHOMA	20.8%	19.1%	19.6%	-1.2	0.5
OREGON	21.0%	18.8%	17.9%	-3.1	-0.9
PENNSYLVANIA	21.1%	18.3%	17.1%	-4.0	-1.2
RHODE ISLAND	21.5%	17.8%	16.4%	-5.1	-1.4
SOUTH CAROLINA	23.4%	20.7%	19.9%	-3.5	-0.8
SOUTH DAKOTA	22.5%	19.5%	19.6%	-2.8	0.2
TENNESSEE	21.8%	19.7%	18.8%	-3.0	-0.9
TEXAS	22.9%	20.7%	20.8%	-2.1	0.1
UTAH	24.8%	24.8%	26.7%	2.0	2.0
VERMONT	23.0%	19.4%	18.1%	-4.9	-1.3
VIRGINIA	22.0%	18.8%	17.3%	-4.7	-1.5
WASHINGTON	21.7%	18.8%	18.1%	-3.6	-0.6
WEST VIRGINIA	21.6%	20.2%	19.4%	-2.2	-0.8
WISCONSIN	22.7%	19.7%	18.9%	-3.8	-0.9
WYOMING	22.2%	20.7%	21.3%	-0.9	0.6
U.S. AVERAGE	22.0%	19.3%	18.5%	-3.6	-0.8

SOURCE: Generated by the U.S. Bureau of the Census for this report.
NOTE: Percentages are consistent with estimates published by the U.S. Bureau of the Census Current Population Reports, Series P-25, Nos. 998 (1978) and 1044 (1983 and 1988).

TABLE 4

STUDENT NEEDS

Poverty Rate & Minority Population

	% PERSONS AGE 5 - 17 YEARS IN HOUSEHOLDS BELOW POVERTY LINE [1]			% MINORITY OF THOSE PERSONS AGE 5 -17 YEARS: 1980 [2]	
	1970	1980	Change 1970-80	Non-White(1)	White
ALABAMA	14.8%	22.7%	7.9	32.2%	67.8%
ALASKA	29.5%	11.0%	-18.5	7.5%	92.5%
ARIZONA	17.5%	15.4%	-2.1	25.4%	74.6%
ARKANSAS	31.6%	22.3%	-9.3	23.3%	76.7%
CALIFORNIA	12.1%	13.8%	1.7	33.6%	66.4%
COLORADO	12.3%	10.5%	-1.8	19.3%	80.7%
CONNECTICUT	7.2%	10.2%	3.0	15.3%	84.7%
DELAWARE	12.0%	14.4%	2.4	23.2%	76.8%
DISTRICT OF COLUMBIA	23.2%	25.6%	2.4	89.0%	11.0%
FLORIDA	18.9%	17.2%	-1.7	28.5%	71.5%
GEORGIA	24.4%	20.1%	-4.3	33.4%	66.6%
HAWAII	9.7%	11.4%	1.7	28.5%	71.5%
IDAHO	12.0%	13.1%	1.1	5.4%	94.6%
ILLINOIS	10.7%	13.9%	3.2	25.7%	74.3%
INDIANA	9.0%	10.8%	1.8	11.3%	88.7%
IOWA	9.8%	10.6%	0.8	3.1%	96.9%
KANSAS	11.5%	10.5%	-1.0	10.5%	89.5%
KENTUCKY	25.1%	20.7%	-4.4	8.7%	91.3%
LOUISIANA	30.1%	22.6%	-7.5	37.4%	62.6%
MAINE	14.2%	14.8%	0.6	0.9%	99.1%
MARYLAND	11.5%	11.6%	0.1	29.6%	70.4%
MASSACHUSETTS	8.4%	12.1%	3.7	8.7%	91.3%
MICHIGAN	9.1%	12.2%	3.1	18.1%	81.9%
MINNESOTA	9.5%	9.3%	-0.2	2.8%	97.2%
MISSISSIPPI	41.5%	29.8%	-11.7	44.4%	55.6%
MISSOURI	14.8%	13.7%	-1.1	14.7%	85.3%
MONTANA	12.9%	12.5%	-0.4	2.2%	97.8%
NEBRASKA	12.0%	11.4%	-0.6	6.8%	93.2%
NEVADA	8.8%	9.0%	0.2	17.6%	82.4%
NEW HAMPSHIRE	7.7%	8.7%	1.0	1.2%	98.8%
NEW JERSEY	8.7%	13.2%	4.5	24.4%	75.6%
NEW MEXICO	26.3%	21.2%	-5.1	39.8%	60.2%
NEW YORK	17.5%	12.2%	-5.3	27.9%	72.1%
NORTH CAROLINA	24.0%	17.5%	-6.5	29.3%	70.7%
NORTH DAKOTA	15.7%	13.7%	-2.0	1.2%	98.8%
OHIO	9.8%	12.0%	2.2	13.2%	86.8%
OKLAHOMA	19.5%	14.7%	-4.8	12.0%	88.0%
OREGON	10.3%	10.4%	0.1	5.4%	94.6%
PENNSYLVANIA	10.6%	13.0%	2.4	12.8%	87.2%
RHODE ISLAND	11.0%	12.4%	1.4	6.7%	93.3%
SOUTH CAROLINA	29.1%	20.3%	-8.8	38.4%	61.6%
SOUTH DAKOTA	18.3%	19.0%	0.7	1.2%	98.8%
TENNESSEE	24.8%	19.8%	-5.0	20.3%	79.7%
TEXAS	21.5%	18.1%	-3.4	36.2%	63.8%
UTAH	10.0%	9.6%	-0.4	5.7%	94.3%
VERMONT	11.4%	12.7%	1.3	0.9%	99.1%
VIRGINIA	18.2%	14.1%	-4.1	24.2%	75.8%
WASHINGTON	9.3%	10.0%	0.7	7.3%	92.7%
WEST VIRGINIA	24.3%	17.9%	-6.4	4.3%	95.7%
WISCONSIN	8.7%	9.5%	0.8	7.3%	92.7%
WYOMING	11.2%	7.4%	-3.8	7.5%	92.5%
U.S. AVERAGE	25.7%	20.7%	-5.0	22.6%	77.4%

SOURCES: [1]U.S. Bureau of the Census, "United States Summary: General Social and Economic Characteristics: 1980," Table 245. Data are estimates based on a sample taken during the decennial census.
[2]U.S. Bureau of the Census, "United States Summary: General Population Characteristics: 1980," series PC80-1-B1, Table 67.
NOTES: (1) Non-white is the total of persons age 5-17 years who are Black or of Spanish Origin. Persons of Spanish Origin may be of any race.

TABLE 5

STUDENT NEEDS

Total & Private School Enrollment

	Total Student Enrollment Fall 1980	Private School Enrollment Fall 1980	% Private of Total Enrollment Fall 1980
ALABAMA	817,264	62,669	7.7%
ALASKA	83,836	3,800	4.5%
ARIZONA	522,196	40,261	7.7%
ARKANSAS	428,588	18,423	4.3%
CALIFORNIA	4,468,295	513,709	11.5%
COLORADO	585,702	35,250	6.0%
CONNECTICUT	616,654	88,404	14.3%
DELAWARE	119,409	23,374	19.6%
DISTRICT OF COLUMBIA	126,110	21,203	16.8%
FLORIDA	1,693,332	204,988	12.1%
GEORGIA	1,156,420	82,505	7.1%
HAWAII	199,345	37,147	18.6%
IDAHO	216,836	5,839	2.7%
ILLINOIS	2,279,316	349,463	15.3%
INDIANA	1,129,055	100,234	8.9%
IOWA	571,536	55,227	9.7%
KANSAS	405,756	33,889	8.4%
KENTUCKY	755,680	69,728	9.2%
LOUISIANA	937,235	158,921	17.0%
MAINE	221,600	17,540	7.9%
MARYLAND	862,459	106,447	12.3%
MASSACHUSETTS	1,056,460	138,333	13.1%
MICHIGAN	1,971,313	211,871	10.7%
MINNESOTA	885,826	88,966	10.0%
MISSISSIPPI	497,668	50,116	10.1%
MISSOURI	959,112	126,319	13.2%
MONTANA	150,581	7,668	5.1%
NEBRASKA	278,800	38,574	13.8%
NEVADA	154,987	6,599	4.3%
NEW HAMPSHIRE	177,203	20,721	11.7%
NEW JERSEY	1,453,737	229,878	15.8%
NEW MEXICO	288,327	18,027	6.3%
NEW YORK	3,292,595	579,670	17.6%
NORTH CAROLINA	1,170,271	58,078	5.0%
NORTH DAKOTA	103,891	10,659	10.3%
OHIO	2,175,660	268,357	12.3%
OKLAHOMA	536,360	16,335	3.0%
OREGON	489,623	27,828	5.7%
PENNSYLVANIA	2,270,276	402,058	17.7%
RHODE ISLAND	171,686	29,845	17.4%
SOUTH CAROLINA	661,772	49,619	7.5%
SOUTH DAKOTA	127,937	10,898	8.5%
TENNESSEE	921,097	71,671	7.8%
TEXAS	2,994,639	148,534	5.0%
UTAH	349,533	5,555	1.6%
VERMONT	81,991	7,555	9.2%
VIRGINIA	1,083,922	75,069	6.9%
WASHINGTON	818,683	55,950	6.8%
WEST VIRGINIA	394,578	12,608	3.2%
WISCONSIN	975,961	162,361	16.6%
WYOMING	103,148	3,036	2.9%
U.S. TOTAL/AVERAGE	44,794,237	4,961,755	11.1%

SOURCE: U.S. Department of Education, Office of Educational Research and Improvement, "Digest of Education Statistics, 1988," Table 49, p. 65.

TABLE 6

STUDENT NEEDS

Students At-Risk of School Failure

	Births to Teenage Mothers 1986 (1)	Percent Mothers Less than 19 Years of Age with Less than 12 Years of School 1982 (2)	Persons Age 5-17 Years in Households Below the Poverty Line 1980 (3)	Students in State Identified As Limited English Proficient 1986 (4)
ALABAMA	10,362	17.4%	22.7%	--
ALASKA	1,057	8.7%	11.0%	11,347
ARIZONA	8,384	13.8%	15.4%	47,098
ARKANSAS	6,547	19.0%	22.3%	--
CALIFORNIA	52,776	11.0%	13.8%	613,224
COLORADO	5,645	10.2%	10.5%	8,672
CONNECTICUT	3,940	8.8%	10.2%	14,382
DELAWARE	1,280	13.2%	14.4%	--
DISTRICT OF COLUMBIA	1,711	17.0%	25.6%	--
DoDDS	--	--	--	--
FLORIDA	23,081	13.8%	17.2%	34,435
GEORGIA	16,708	17.0%	20.1%	4,004
HAWAII	1,750	9.6%	11.4%	9,143
IDAHO	1,780	10.8%	13.1%	2,377
ILLINOIS	22,086	12.5%	13.9%	58,430
INDIANA	11,122	14.0%	10.8%	2,964
IOWA	3,569	9.2%	10.6%	3,020
KANSAS	4,497	11.5%	10.5%	--
KENTUCKY	9,033	17.4%	20.7%	1,075
LOUISIANA	13,120	16.8%	22.6%	--
MAINE	1,939	11.6%	14.8%	1,106
MARYLAND	8,156	11.7%	11.6%	7,441
MASSACHUSETTS	6,855	8.3%	12.1%	29,309
MICHIGAN	16,874	12.3%	12.2%	30,497
MINNESOTA	4,808	7.3%	9.3%	9,387
MISSISSIPPI	8,599	20.5%	29.8%	1,589
MISSOURI	10,119	13.4%	13.7%	3,122
MONTANA	1,280	10.0%	12.5%	3,089
NEBRASKA	2,164	8.9%	11.4%	1,316
NEVADA	1,895	11.9%	9.0%	3,808
NEW HAMPSHIRE	1,227	7.7%	8.7%	707
NEW JERSEY	10,242	9.4%	13.2%	35,976
NEW MEXICO	4,194	15.3%	21.2%	50,376
NEW YORK	25,664	9.7%	12.2%	122,108
NORTH CAROLINA	14,354	15.9%	17.5%	--
NORTH DAKOTA	868	8.0%	13.7%	6,448
OHIO	21,078	13.3%	12.0%	9,654
OKLAHOMA	7,906	15.6%	14.7%	9,402
OREGON	4,228	10.9%	10.4%	5,216
PENNSYLVANIA	18,197	11.3%	13.0%	--
PUERTO RICO	--	17.1%	--	37,443
RHODE ISLAND	1,383	10.3%	12.4%	5,134
SOUTH CAROLINA	8,595	16.6%	20.3%	--
SOUTH DAKOTA	1,131	9.7%	19.0%	1,842
TENNESSEE	11,265	17.0%	19.8%	2,067
TEXAS	2,224	0.7%	18.1%	300,259
UTAH	3,404	9.3%	9.6%	17,921
VERMONT	751	9.2%	12.7%	655
VIRGIN ISLANDS	--	47.7%	--	--
VIRGINIA	10,482	12.0%	14.1%	--
WASHINGTON	7,252	10.4%	10.0%	18,136
WEST VIRGINIA	3,979	17.1%	17.9%	--
WISCONSIN	7,146	9.9%	9.5%	9,331
WYOMING	926	10.7%	7.4%	1,656
U.S. TOTAL	427,663	11.5%	20.7%	1,535,166

SOURCE: (1) Compiled from National Center for Health Statistics "Vital Statistics of the United States, 1986, Vol. 1, Natality," Table 1-60. (2) "Vital Statistics of the United States, 1986, Vol. 1, Natality," Table 1-62. (3) Compiled from U.S. Bureau of the Census, "United States Summary: General Social and Economic Characteristics: 1980," series PC80-1-C1, Table 245 and series PC80-B1, Table 67. Estimates based on a sample taken during the decennial census. (4) Office of Bilingual Education and Minority Language Affairs, "State Activities Related to the Education of LEP Students," Table 2: School Population and Number of LEPS, pp. 11-12. These data indicate the number of LEP students enrolled in public and private schools in a state. Figures are subject to varying state identifying criteria.

TABLE 7

POPULATION CHARACTERISTICS

Per Capita Income & Education Attainment

	PER CAPITA INCOME [1]			% ADULTS WITH FOUR YEARS OF HIGH SCHOOL [2]
	1987	1988	%Change 1987-88	1980
ALABAMA	$12,039	$12,851	6.7%	56.5%
ALASKA	18,461	19,079	3.3%	82.5%
ARIZONA	14,322	14,970	4.5%	72.4%
ARKANSAS	11,421	12,219	7.0%	55.5%
CALIFORNIA	17,770	18,753	5.5%	73.5%
COLORADO	15,680	16,463	5.0%	78.6%
CONNECTICUT	21,258	23,059	8.5%	70.3%
DELAWARE	16,305	17,661	8.3%	68.6%
DISTRICT OF COLUMBIA	19,543	21,389	9.4%	68.0%
FLORIDA	15,594	16,603	6.5%	66.7%
GEORGIA	14,387	15,260	6.1%	56.4%
HAWAII	15,569	16,753	7.6%	73.8%
IDAHO	11,797	12,665	7.4%	73.7%
ILLINOIS	16,394	17,575	7.2%	66.5%
INDIANA	13,987	14,924	6.7%	66.4%
IOWA	14,028	14,662	4.5%	71.5%
KANSAS	15,089	15,759	4.4%	73.3%
KENTUCKY	11,996	12,822	6.9%	53.1%
LOUISIANA	11,506	12,292	6.8%	57.7%
MAINE	13,996	15,106	7.9%	68.7%
MARYLAND	18,271	19,487	6.7%	67.4%
MASSACHUSETTS	19,131	20,816	8.8%	72.2%
MICHIGAN	15,558	16,552	6.4%	68.0%
MINNESOTA	15,789	16,674	5.6%	73.1%
MISSISSIPPI	10,301	11,116	7.9%	54.8%
MISSOURI	14,630	15,452	5.6%	63.5%
MONTANA	12,304	12,866	4.6%	74.4%
NEBRASKA	14,100	14,774	4.8%	73.4%
NEVADA	16,359	17,511	7.0%	75.5%
NEW HAMPSHIRE	18,083	19,434	7.5%	72.3%
NEW JERSEY	20,277	21,994	8.5%	67.4%
NEW MEXICO	11,889	12,488	5.0%	68.9%
NEW YORK	17,943	19,305	7.6%	66.3%
NORTH CAROLINA	13,353	14,304	7.1%	54.8%
NORTH DAKOTA	12,825	12,883	0.5%	66.4%
OHIO	14,575	15,536	6.6%	67.0%
OKLAHOMA	12,607	13,323	5.7%	66.0%
OREGON	13,906	14,885	7.0%	75.6%
PENNSYLVANIA	15,198	16,233	6.8%	64.7%
RHODE ISLAND	15,683	16,892	7.7%	61.6%
SOUTH CAROLINA	12,078	12,926	7.0%	54.0%
SOUTH DAKOTA	12,414	12,755	2.7%	67.9%
TENNESSEE	12,977	13,873	6.9%	56.2%
TEXAS	13,840	14,586	5.4%	62.6%
UTAH	11,530	12,193	5.8%	80.0%
VERMONT	14,267	15,302	7.3%	71.0%
VIRGINIA	16,539	17,675	6.9%	62.4%
WASHINGTON	15,634	16,473	5.4%	77.6%
WEST VIRGINIA	11,013	11,735	6.6%	56.0%
WISCONSIN	14,674	15,524	5.8%	69.6%
WYOMING	12,836	13,609	6.0%	77.9%
U.S. TOTAL/AVERAGE	$15,481	$16,489	6.5%	66.5%

SOURCES: [1] U.S. Department of Commerce, Bureau of Economic Analysis, "Commerce News" August 23, 1989 (BEA 89-36). Data are estimates and are reported in current dollars. [2] U.S. Bureau of the Census, "State and Metropolitan Area Data Book, 1986," Table C - Earned Degrees and Educational Attainment.

TABLE 8

POPULATION CHARACTERISTICS

Place of Residence

	IN METROPOLITAN AREAS			IN NONMETROPOLITAN AREAS		
	1980	1987	Change 1980-87	1980	1987	Change 1980-87
ALABAMA	2,583	2,746	6.3%	1,311	1,338	2.1%
ALASKA	174	223	28.2%	227	303	33.5%
ARIZONA	2,041	2,579	26.4%	676	805	19.1%
ARKANSAS	885	944	6.7%	1,401	1,444	3.1%
CALIFORNIA	22,689	26,481	16.7%	979	1,182	20.7%
COLORADO	2,326	2,693	15.8%	563	603	7.1%
CONNECTICUT	2,879	2,974	3.3%	228	238	4.4%
DELAWARE	398	425	6.8%	196	219	11.7%
DISTRICT OF COLUMBIA	638	622	-2.5%	-	-	-
FLORIDA	8,884	10,914	22.9%	863	1,110	28.6%
GEORGIA	3,403	4,018	18.1%	2,060	2,204	7.0%
HAWAII	763	831	8.9%	202	252	24.8%
IDAHO	173	196	13.3%	771	803	4.2%
ILLINOIS	9,340	9,561	2.4%	2,088	2,022	-3.2%
INDIANA	3,719	3,763	1.2%	1,771	1,768	-0.2%
IOWA	1,223	1,223	0.0%	1,691	1,612	-4.7%
KANSAS	1,184	1,307	10.4%	1,180	1,169	-0.9%
KENTUCKY	1,676	1,708	1.9%	1,984	2,019	1.8%
LOUISIANA	2,893	3,079	6.4%	1,313	1,382	5.3%
MAINE	405	429	5.9%	720	758	5.3%
MARYLAND	3,920	4,212	7.4%	297	322	8.4%
MASSACHUSETTS	5,231	5,310	1.5%	506	546	7.9%
MICHIGAN	7,480	7,380	-1.3%	1,782	1,820	2.1%
MINNESOTA	2,621	2,811	7.2%	1,455	1,435	-1.4%
MISSISSIPPI	716	795	11.0%	1,817	1,829	0.7%
MISSOURI	3,226	3,367	4.4%	1,690	1,736	2.7%
MONTANA	189	196	3.7%	598	613	2.5%
NEBRASKA	708	753	6.4%	862	842	-2.3%
NEVADA	657	832	26.6%	144	175	21.5%
NEW HAMPSHIRE	511	595	16.4%	410	462	12.7%
NEW JERSEY	7,365	7,672	4.2%	-	-	-
NEW MEXICO	510	726	19.0%	694	774	11.5%
NEW YORK	15,869	16,130	1.6%	1,689	1,696	0.4%
NORTH CAROLINA	3,203	3,544	10.6%	2,677	2,868	7.1%
NORTH DAKOTA	234	255	9.0%	418	417	-0.2%
OHIO	8,521	8,508	-0.2%	2,277	2,276	0.0%
OKLAHOMA	1,724	1,923	11.5%	1,301	1,350	3.8%
OREGON	1,763	1,841	4.4%	870	883	1.5%
PENNSYLVANIA	10,038	10,109	0.7%	1,826	1,828	0.1%
RHODE ISLAND	878	913	4.0%	69	73	5.8%
SOUTH CAROLINA	1,866	2,068	10.8%	1,254	1,355	8.1%
SOUTH DAKOTA	180	203	12.8%	511	506	-1.0%
TENNESSEE	3,048	3,252	6.7%	1,543	1,603	3.9%
TEXAS	11,304	13,591	20.2%	2,921	3,194	9.3%
UTAH	1,128	1,296	14.9%	333	384	15.3%
VERMONT	115	127	10.4%	396	421	6.3%
VIRGINIA	3,745	4,236	13.1%	1,601	1,668	4.2%
WASHINGTON	3,322	3,685	10.9%	810	854	5.4%
WEST VIRGINIA	718	689	-4.0%	1,232	1,209	-1.9%
WISCONSIN	3,145	3,197	1.7%	1,561	1,610	3.1%
WYOMING	141	142	0.7%	329	348	5.8%
U.S. TOTAL/AVERAGE	172,455	187,072	8.5%	54,087	56,324	4.1%

SOURCE: U.S. Bureau of the Census, "Patterns of Metropolitan Area and County Growth: 1980 to 1987," Population Estimates and Projections Series P-25, No. 1039. In this report, the population residing in metropolitan statistical areas (MSA's) are referred to as the metropolitan population and the population outside the MSA's as non-metropolitan population.
NOTE: Unless otherwise noted, figures are in thousands. "-" indicates there are no non-metropolitan areas within that jurisdiction.

TABLE 9

POPULATION CHARACTERISTICS

Voting Patterns

	PERCENT VOTING FOR PRESIDENT			PERCENT VOTING FOR CONGRESS		
	1984	1988	Change 1984-88	1984	1986	Change 1984-86
ALABAMA	49.9%	45.8%	-4.1	39.7%	37.9%	-1.8
ALASKA	59.3%	52.0%	-7.3	58.8%	49.2%	-9.6
ARIZONA	45.2%	45.0%	-0.2	41.6%	33.0%	-8.6
ARKANSAS*	51.8%	47.0%	-4.8	27.1%	38.5%	11.4
CALIFORNIA	49.6%	47.4%	-2.2	46.7%	36.0%	-10.7
COLORADO	55.0%	55.1%	0.1	53.0%	42.2%	-10.8
CONNECTICUT	61.1%	57.9%	-3.2	59.7%	40.2%	-19.5
DELAWARE	55.5%	51.1%	-4.4	52.9%	33.9%	-19.0
DISTRICT OF COLUMBIA	43.1%	39.4%	-3.7	33.1%	26.0%	-7.1
FLORIDA*	48.2%	44.7%	-3.5	28.1%	23.5%	-4.6
GEORGIA	42.0%	38.8%	-3.2	35.9%	24.0%	-11.9
HAWAII	44.3%	43.0%	-1.3	36.4%	42.2%	5.8
IDAHO	59.9%	58.4%	-1.5	59.0%	54.3%	-4.7
ILLINOIS	57.1%	53.3%	-3.8	54.3%	35.5%	-18.8
INDIANA	55.9%	53.3%	-2.6	54.6%	38.6%	-16.0
IOWA	62.2%	59.3%	-2.9	59.8%	42.4%	-17.4
KANSAS	56.8%	54.3%	-2.5	55.3%	43.3%	-12.0
KENTUCKY	50.8%	48.2%	-2.6	44.0%	23.1%	-20.9
LOUISIANA	54.5%	51.3%	-3.2	20.5%	12.4%	-8.1
MAINE	64.7%	62.1%	-2.6	63.5%	48.3%	-15.2
MARYLAND	51.4%	49.1%	-2.3	45.9%	31.5%	-14.4
MASSACHUSETTS	57.6%	58.1%	0.5	52.8%	33.4%	-19.4
MICHIGAN	57.9%	54.0%	-3.9	52.6%	34.8%	-17.8
MINNESOTA	68.2%	66.3%	-1.9	64.6%	44.8%	-19.8
MISSISSIPPI	52.2%	51.1%	-1.1	48.2%	28.6%	-19.6
MISSOURI	57.3%	54.8%	-2.5	55.0%	38.0%	-17.0
MONTANA	65.0%	62.5%	-2.5	62.8%	54.1%	-8.7
NEBRASKA	55.6%	56.7%	1.1	55.5%	47.4%	-8.1
NEVADA	41.6%	44.9%	3.3	39.2%	35.1%	-4.1
NEW HAMPSHIRE	53.0%	54.8%	1.8	50.8%	31.1%	-19.7
NEW JERSEY	56.6%	52.1%	-4.5	52.6%	26.7%	-25.9
NEW MEXICO	51.3%	47.3%	-4.0	49.9%	36.9%	-13.0
NEW YORK	51.2%	48.1%	-3.1	46.7%	29.1%	-17.6
NORTH CAROLINA	47.4%	43.4%	-4.0	47.0%	33.2%	-13.8
NORTH DAKOTA	62.7%	61.5%	-1.2	62.7%	58.6%	-4.1
OHIO	58.0%	55.1%	-2.9	55.2%	38.8%	-16.4
OKLAHOMA*	52.2%	48.7%	-3.5	46.1%	30.1%	-16.0
OREGON	61.9%	58.6%	-3.3	60.6%	51.1%	-9.5
PENNSYLVANIA	54.0%	50.1%	-3.9	51.9%	36.6%	-15.3
RHODE ISLAND	55.7%	53.0%	-2.7	53.0%	40.8%	-12.2
SOUTH CAROLINA	40.7%	38.9%	-1.8	39.0%	29.2%	-9.8
SOUTH DAKOTA	62.6%	61.5%	-1.1	62.2%	56.9%	-5.3
TENNESSEE	49.1%	44.7%	-4.4	37.7%	31.0%	-6.7
TEXAS	47.2%	44.2%	-3.0	40.9%	25.5%	-15.4
UTAH	61.6%	60.0%	-1.6	58.8%	40.8%	-18.0
VERMONT	59.9%	59.0%	-0.9	57.6%	47.0%	-10.6
VIRGINIA	50.7%	48.2%	-2.5	43.4%	23.8%	-19.6
WASHINGTON	58.4%	54.6%	-3.8	56.0%	39.0%	-17.0
WEST VIRGINIA	51.8%	46.7%	-5.1	49.5%	28.0%	-21.5
WISCONSIN	63.5%	62.0%	-1.5	59.5%	39.3%	-20.2
WYOMING	53.3%	50.4%	-2.9	53.1%	45.4%	-7.7
U.S. TOTAL / AVERAGE	53.1%	50.2%	-2.9	47.7	33.4%	-14.3

SOURCE: U.S. Bureau of the Census, "Statistical Abstract of the United States: 1989," (109th edition.) Table 436.
NOTE: *State law does not require tabulation of votes for unopposed candidates.

TABLE 10

POPULATION CHARACTERISTICS

Population Density

POPULATION PER SQUARE MILE

	1980	1986	1987	Change 1980-87
ALABAMA	76.7	79.8	80.4	4.8%
ALASKA	0.7	0.9	0.9	28.6%
ARIZONA	23.9	29.2	29.8	24.7%
ARKANSAS	43.9	45.6	45.9	4.6%
CALIFORNIA	151.4	172.6	177.0	16.9%
COLORADO	27.9	31.5	31.8	14.0%
CONNECTICUT	637.8	654.5	659.1	3.3%
DELAWARE	307.6	327.5	333.3	8.4%
DISTRICT OF COLUMBIA	10,132.0	9,936.0	9,871.0	-2.6%
FLORIDA	180.0	215.6	222.0	23.3%
GEORGIA	94.1	105.1	107.2	13.9%
HAWAII	150.1	165.3	168.5	12.3%
IDAHO	11.5	12.2	12.1	5.2%
ILLINOIS	205.3	207.6	208.1	1.4%
INDIANA	152.8	153.2	153.9	0.7%
IOWA	52.1	50.9	50.6	-2.9%
KANSAS	28.9	30.1	30.3	4.8%
KENTUCKY	92.3	94.0	94.0	1.8%
LOUISIANA	94.5	101.1	100.2	6.0%
MAINE	36.3	37.9	38.3	5.5%
MARYLAND	428.7	453.7	461.0	7.5%
MASSACHUSETTS	733.3	745.4	748.4	2.1%
MICHIGAN	162.6	160.6	161.5	-0.7%
MINNESOTA	51.2	53.0	53.4	4.3%
MISSISSIPPI	53.4	55.6	55.6	4.1%
MISSOURI	71.3	73.5	74.0	3.8%
MONTANA	5.4	5.6	5.6	3.7%
NEBRASKA	20.5	20.8	20.8	1.5%
NEVADA	7.3	8.8	9.2	26.0%
NEW HAMPSHIRE	102.4	114.2	117.5	14.7%
NEW JERSEY	986.2	1,020.3	1,027.3	4.2%
NEW MEXICO	10.7	12.2	12.4	15.9%
NEW YORK	370.6	375.1	376.2	1.5%
NORTH CAROLINA	120.4	129.7	131.3	9.1%
NORTH DAKOTA	9.4	9.8	9.7	3.2%
OHIO	263.3	262.2	263.0	-0.1%
OKLAHOMA	44.1	48.1	47.7	8.2%
OREGON	27.4	28.0	28.3	3.3%
PENNSYLVANIA	264.3	264.8	265.9	0.6%
RHODE ISLAND	897.8	924.1	934.6	4.1%
SOUTH CAROLINA	103.4	111.8	113.4	9.7%
SOUTH DAKOTA	9.1	9.3	9.3	2.2%
TENNESSEE	111.6	116.7	118.0	5.7%
TEXAS	54.3	63.7	64.1	18.0%
UTAH	17.8	20.3	20.5	15.2%
VERMONT	55.2	58.3	59.1	7.1%
VIRGINIA	134.7	145.8	148.7	10.4%
WASHINGTON	62.1	67.1	68.2	9.8%
WEST VIRGINIA	80.8	79.5	78.7	-2.6%
WISCONSIN	86.5	87.9	88.3	2.1%
WYOMING	4.8	5.2	5.1	6.2%
U.S. TOTAL/AVERAGE	64.0	68.1	68.8	7.5%

SOURCE: U.S. Bureau of the Census, "Statistical Abstract of the United States: 1989" (109th edition.) Washington, D.C. 1988, Table 22.
NOTE: * Preliminary figures.

TABLE 11

STATE RESOURCES

Available Wealth

	GROSS STATE PRODUCT				RELATIVE TAX CAPACITY (U.S. = 100)		
	1985 G.S.P. Per School-Aged Child	1986 Total (in Millions)	1986 G.S.P. Per School-Aged Child	Percent Change 1985-86	1985	1986	Change 1985-86
ALABAMA	$63,704	$55,007	$67,082	5.0%	75	74	-1.0
ALASKA	196,639	19,575	176,351	-11.5%	259	177	-82.0
ARIZONA	80,445	53,253	84,663	5.0%	99	99	0.0
ARKANSAS	63,537	31,633	67,019	5.2%	74	78	4.0
CALIFORNIA	104,534	533,816	109,523	4.6%	120	118	-2.0
COLORADO	95,476	59,177	98,793	3.4%	118	117	-1.0
CONNECTICUT	116,780	70,639	128,668	9.2%	127	135	8.0
DELAWARE	96,193	11,706	101,791	5.5%	123	121	-2.0
DISTRICT OF COLUMBIA	302,056	28,791	316,385	4.5%	123	122	-1.0
FLORIDA	91,199	177,729	96,174	5.2%	103	105	2.0
GEORGIA	76,896	102,922	82,668	7.0%	90	94	4.0
HAWAII	92,277	19,320	98,571	6.4%	117	113	-4.0
IDAHO	58,417	13,170	59,058	1.1%	78	77	-1.0
ILLINOIS	90,433	209,666	95,869	5.7%	96	96	0.0
INDIANA	73,500	84,922	78,341	6.2%	87	87	0.0
IOWA	76,407	43,836	80,729	5.4%	84	84	0.0
KANSAS	89,499	42,472	93,757	4.5%	99	96	-3.0
KENTUCKY	68,312	53,135	71,322	4.2%	78	76	-2.0
LOUISIANA	84,807	74,426	78,591	-7.9%	97	90	-7.0
MAINE	71,604	17,326	78,755	9.1%	89	95	6.0
MARYLAND	89,342	76,504	97,086	8.0%	105	108	3.0
MASSACHUSETTS	108,536	115,526	120,340	9.8%	113	124	11.0
MICHIGAN	78,750	153,240	84,710	7.0%	94	96	2.0
MINNESOTA	90,334	75,626	96,216	6.1%	101	102	1.0
MISSISSIPPI	53,045	31,830	54,597	2.8%	69	65	-4.0
MISSOURI	84,637	83,534	88,961	4.9%	91	93	2.0
MONTANA	70,384	12,163	74,620	5.7%	91	88	-3.0
NEBRASKA	84,617	26,521	87,818	3.6%	94	91	-3.0
NEVADA	107,940	19,426	116,323	7.2%	146	147	1.0
NEW HAMPSHIRE	90,136	18,518	99,027	9.0%	112	119	7.0
NEW JERSEY	105,722	154,765	116,190	9.0%	117	121	4.0
NEW MEXICO	78,835	23,603	76,385	-3.2%	99	91	-8.0
NEW YORK	105,583	362,736	115,337	8.5%	101	107	6.0
NORTH CAROLINA	78,775	100,961	84,699	7.0%	86	88	2.0
NORTH DAKOTA	80,639	10,733	81,311	0.8%	102	94	-8.0
OHIO	80,098	176,102	84,868	5.6%	91	91	0.0
OKLAHOMA	79,815	49,814	78,820	-1.3%	105	98	-7.0
OREGON	78,000	41,278	83,559	6.7%	95	93	-2.0
PENNSYLVANIA	82,494	183,559	88,505	6.8%	89	90	1.0
RHODE ISLAND	85,128	15,205	92,713	8.2%	88	92	4.0
SOUTH CAROLINA	61,882	44,727	65,582	5.6%	77	79	2.0
SOUTH DAKOTA	67,861	9,802	71,029	4.5%	82	82	0.0
TENNESSEE	73,275	72,328	78,362	6.5%	83	84	1.0
TEXAS	91,525	303,510	88,358	-3.6%	111	104	-7.0
UTAH	55,303	24,008	55,703	0.7%	81	80	-1.0
VERMONT	79,150	8,636	86,360	8.3%	97	99	2.0
VIRGINIA	92,681	104,155	101,121	8.3%	98	101	3.0
WASHINGTON	88,261	77,683	95,083	7.2%	101	98	-3.0
WEST VIRGINIA	60,673	24,096	63,079	3.8%	77	76	-1.0
WISCONSIN	79,298	76,922	84,160	5.8%	89	86	-3.0
WYOMING	120,538	11,673	109,093	-10.5%	169	151	-18.0
U.S. TOTAL	$88,123	$4,191,705	$92,854	5.1%	100	100	0.0

SOURCES: Gross State Product figures are from the U.S. Department of Commerce publication "Survey of Current Business," Volume 68, No. 5, May 1988. State Tax Capacity figures are from the Advisory Commission on Intergovernmental Relations' Fiscal Capacity Diskettes for 1987. School-age child figures are from the U.S. Bureau of the Census "Current Population Reports," Series P-25, No. 1024.
NOTES: Gross State Product Per School-Age Child figures are calculated using 1985 and 1986 Census Data for resident persons age 5 - 17 years.

TABLE 12

USING BACKGROUND STATISTICS

Eventually, outcome data will be used to compare states. In order to make those comparisons useful and fair, the background conditions faced by states should be used to form constructive comparison groups. Below is one illustration using a measure of relative wealth available to support schools. Other measures, such as household poverty or proportion of limited English proficient students could be used.

	State	1986 GSP Per School-Age Child
HIGH RELATIVE WEALTH	DISTRICT OF COLUMBIA	$316,385
	ALASKA	176,351
	CONNECTICUT	128,668
	MASSACHUSETTS	120,340
	NEVADA	116,323
	NEW JERSEY	116,190
	NEW YORK	115,337
	CALIFORNIA	109,523
	WYOMING	109,093
MODERATELY HIGH RELATIVE WEALTH	DELAWARE	101,791
	VIRGINIA	$101,121
	NEW HAMPSHIRE	99,027
	COLORADO	98,793
	HAWAII	98,571
	MARYLAND	97,086
	MINNESOTA	96,216
	FLORIDA	96,174
	ILLINOIS	95,869
	WASHINGTON	95,083
MODERATE RELATIVE WEALTH	KANSAS	93,757
	RHODE ISLAND	$92,713
	MISSOURI	88,961
	PENNSYLVANIA	88,505
	TEXAS	88,358
	NEBRASKA	87,818
	VERMONT	86,360
	OHIO	84,868
	MICHIGAN	84,710
	NORTH CAROLINA	84,699
	ARIZONA	84,663
MODERATELY LOW RELATIVE WEALTH	WISCONSIN	$84,160
	OREGON	83,559
	GEORGIA	82,668
	NORTH DAKOTA	81,311
	IOWA	80,729
	OKLAHOMA	78,820
	MAINE	78,755
	LOUISIANA	78,591
	TENNESSEE	78,362
	INDIANA	78,341
LOW RELATIVE WEALTH	NEW MEXICO	$76,385
	MONTANA	74,620
	KENTUCKY	71,322
	SOUTH DAKOTA	71,029
	ALABAMA	67,082
	ARKANSAS	67,019
	SOUTH CAROLINA	65,582
	WEST VIRGINIA	63,079
	IDAHO	59,058
	UTAH	55,703
	MISSISSIPPI	54,597
	U.S. AVERAGE	$92,854

GLOSSARY - BACKGROUND CHARACTERISTICS

TABLE 1: SCHOOL SYSTEM CHARACTERISTICS - PUBLIC SCHOOLS

Fall Membership in Public Schools 1988-89: the number of students listed on the current roll of a school on a given date. Membership is obtained by adding the total number of original entries and the total number of reentries and subtracting the total withdrawals, or by adding the total number students present and the total number absent.

Number of School Districts 1988-89: the number of local education agencies (LEAs) which operated public elementary and secondary schools in a given state during the 1987-88 school year.

Membership Under 1000: the number of public school districts within a state with student memberships under 1000.

Percent Membership Under 1000: the percentage of all public school districts in each state with memberships of less than 1000 students.

Number of Public Schools 1988-89: the count of public elementary and secondary schools in each state during the 1988-89 school year. A school is defined by the National Center for Education Statistics as "a division of the school system consisting of students in one or more grade or other identifiable groups and organized to give instruction of a defined type. One school may share a building with another school or one school may be housed in several buildings." (Digest of Education Statistics: 1988, p. 390)

TABLE 2: SCHOOL SYSTEM CHARACTERISTICS - SCHOOL AGE POPULATION ESTIMATES

School Age Population 1977, 1982, 1987: the total estimated population of persons age 5-17 years for the years 1977, 1982, and 1987. These figures are based on resident population which includes Armed Forces based in the state.

The percent change figures show the increase or decrease in the estimated school-age population for the ten-year period 1977-87 and the five-year period 1982-87 expressed as a percent of the base year. A minus sign [-] indicates a decrease.

TABLE 3: SCHOOL SYSTEM CHARACTERISTICS - SCHOOL AGE POPULATION ESTIMATES

School Age Population as a Percent of Total Population 1978, 1983, and 1988: the percentage of persons age 5-17 years in each state as part of the total population of the state. These figures are based on U.S. Bureau of the Census estimates and are resident counts which include families of Armed Forces personnel based within the state.

The change figures show the increase or decrease in the percent school-age population of the total population for the ten-year period 1977-87 and the five-year period 1982-87. The change is expressed in percentage points and is not the numerical increase expressed as a percent of the base year figure. A minus sign [-] indicates a decrease.

TABLE 4: STUDENT NEEDS - POVERTY RATE & MINORITY POPULATION

Percent Persons Age 5-17 Years in Households Below the Poverty Line 1970 and 1980: the percent of persons of school age living in households with incomes at or below the official poverty line. Poverty status is based upon income earned in the preceding year. The poverty level (in current dollars) for a family of four was $3,968 in 1970 and $8,414 in 1980. These data are estimates based upon a sample of U.S. households taken during the decennial census.

The "Change 1970-80" figure reflects the difference in percentage points between 1970 and 1980 and does not reflect the change in the actual number of persons age 5-17 years in households at or below the poverty line.

Percent Minority Persons Age 5-17: the percent of the total population age 5-17 years who are black, of Spanish origin, American Indians or Alaskan Natives, or Asian or Pacific Islanders.

TABLE 5: STUDENT NEEDS - TOTAL & PRIVATE SCHOOL ENROLLMENTS

Total School Enrollment: Fall 1980 is the sum of public and private elementary and secondary enrollments in the United States. Enrollment is a count of the number of students registered in an elementary or secondary school at a given time.

Private School Enrollment, 1980: the enrollment count in private elementary and secondary schools for Fall 1980. This count includes only schools which offer first grade or above and includes special education, vocational/technical, and alternative schools. Approximately 5 percent of private schools are not represented in this count as some schools were not included in the survey.

Percent of Total Enrollment, Fall 1980: private elementary and secondary school enrollment as a percentage of total U.S. school enrollment.

TABLE 6: STUDENT NEEDS - STUDENTS AT-RISK OF SCHOOL FAILURE

Births to Teenage Mothers: the number children born alive to mothers less than 19 years of age in 1986.

Percent Mothers Less than 19 Years of Age with Less than 12 Years of School - 1982: the number in percentage points of mothers who have given birth to live children, are under the age of 19 years, and have completed less than 12 grades of high school. Birth certificates of the child request the mothers age at the time of birth.

Educational attainment is defined as the number of years of schooling completed. Only those years completed in a formal educational setting such as public or accredited private or parochial schools, are counted.

Persons Age 5-17 Years in Households below the Poverty Line: the percent of persons of school age living in households with incomes at or below the official poverty line. Poverty status is based upon income earned in the preceding year. The poverty level (in current dollars) for a family of four was $3,968 in 1970 and $8,414 in 1980. These data are estimates based upon a sample of U.S. households taken during the decennial census.

Limited English Proficient Students in State - 1986: defined by the Bilingual Education Act, limited English proficient students are persons "who has difficulty speaking, reading, and writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction in English..."

TABLE 7: POPULATION CHARACTERISTICS - PER CAPITA INCOME & EDUCATION ATTAINMENT

Per Capita Income: the average level of money income for each member of the population in a state. Money income is actual cash receipts and includes gross wages and salaries, proprietors' income, pension and annuity payments, government transfers (such as AFDC and Social Security), alimony, cash rent, interest and dividends. Per Capita Income is reported in current dollars (not adjusted for inflation).

Percent Adults with Four Years of High School: the percentage of persons 18 years of age or older who have completed four years of high school.

TABLE 8: POPULATION CHARACTERISTICS - PLACE OF RESIDENCE

Residence in Metropolitan Areas: the number (in thousands) of the total population (all ages) who reside in metropolitan area. The U.S. Bureau of the Census defines a metropolitan areas as the population nucleus of at least 50,000, generally consisting of a city and its immediate suburbs, together with adjacent communities having a high degree of economic and social integration with that nucleus. A metropolitan statistical area may contain more than one city of at least 50,000 population and may cross State lines. Except in New England, MSA's are defined in terms of counties, the smallest geographic units for which a wide range of statistical data can be obtained. In New England, the definitions are in terms of cities and towns because these subcounty units are of great local significance and considerable data are available for them. MSA's replace standard metropolitan statistical areas (SMSA's), the areas in effect at the time of the 1980 census and published in most census volumes through the 1982 economic census. (U.S. Bureau of the Census, Series P-25, No. 1039, Patterns of Metropolitan Area and County Population Growth: 1980 to 1987, p. 29, 1989).

The "Change 1980-87" figure reflects the percentage difference in metropolitan population between 1980 and 1987. A minus sign [-] indicates a decrease.

Residence in Nonmetropolitan Areas: is defined as any populated area outside a metropolitan area.

The "Change 1980-87" figure reflects the percentage difference in nonmetropolitan population between 1980 and 1987. A minus sign [-] indicates a decrease.

TABLE 9: POPULATION CHARACTERISTICS - VOTER PARTICIPATION

Percent Voting for President: the percentage of all persons of voting age (18 years and older) in a state voting for President in the 1984 and 1988 elections. The figure "Change 1984-88" reflects the change in the voting percentage for a state expressed in percentage points. It does not reflect the percentage change in actual vote totals.

Percent Voting for Congress: the percentage of all persons of voting age (18 years and older) in a state who voted in the 1984 and 1986 Congressional elections. The figure "Change 1984-86" reflects the change in the voting percentage for a state. It does not reflect the percentage change in actual vote totals.

Some states do not require the tabulation of votes for unopposed candidates. These states are denoted with an asterisk (*).

TABLE 10: POPULATION CHARACTERISTICS - POPULATION DENSITY

Resident Population Per Square Mile: defined as the average population density of a state for a given year. It is the sum of total resident population divided by total land area of the state.

The "Change 1980-86" figure reflects the increase or decrease in a state's population density expressed as a percent of the original figure. A minus sign [-] indicates a decrease in population, not land area. In many states, population densities are low so small absolute changes result in large percentage differences.

TABLE 11: STATE RESOURCES - AVAILABLE WEALTH

GROSS STATE PRODUCT - 1986 (in millions of dollars): Gross State Product (GSP) is the gross market value of the goods and services attributable to labor and property within a state. It is the state equivalent of the national gross domestic product. Current dollar GSP estimates - used in this report - reflect changes in the command over resources associated with production and are particularly useful for analyzing the differential changes in relative output prices, such as changes in energy and agricultural prices. Thus, they can be used to measure the resource base available to a state from which it can raise revenue to provide services.

Gross State Product per School-Age Child: the sum of a state's GSP for 1985 and for 1986 divided by the number of resident persons in the state between the ages of 5 and 17 years. These data are in current dollars (not adjusted for inflation).

The "Change 1985-86" figure reflects the percent increase or decrease in a state's Gross State Product per School-Age child. A minus sign [-] indicates a decrease.

Relative Tax Capacity: 1985 and 1986: the revenues that would be raised in each state if the state-local governments there taxed every potential tax base at the U.S. average rates. Tax bases include personal income, sales, fees, property, corporate income, etc. For example, if the U.S. average is 100, Alabama could raise 75% of the National average if it collected taxes at average rates from all these tax bases, while Alaska could raise 259%.

Included in this indicator are taxes such as the corporate income tax and severance taxes that are levied wholly or in part on businesses of various kinds. The ability of some tax payments to be "exported" to another state has been taken into account during the development of this indicator.

THE STATES' EDUCATIONAL POLICIES AND PROGRAMS

Photo courtesy of New Jersey Department of Education

TABLE 13

INSTRUCTIONAL TIME

Length of School Year

	In Days	In Hours	Permits Exceptions To Length of Day Requirements	In Days After Approved Exemptions (1)	In Hours After Approved Exemptions (1)	Sanctions For Providing Less than the State Minimum (2)
ALABAMA	175	--	No	--	--	Yes
ALASKA	180	--	Yes	175	--	No
ARIZONA	175	--	No	--	--	Yes
ARKANSAS	178	--	No	--	--	Yes
CALIFORNIA	180	--	No	--	--	Yes
COLORADO	--	1,080	Yes	--	1,056	No
CONNECTICUT	180	--	Yes	180	--	Yes
DELAWARE	180	--	Yes	Not Specified	--	No
DISTRICT OF COLUMBIA	180	--	No	--	--	Yes
DoDDS	190	--	Yes	175	--	Yes
FLORIDA	180	--	Yes	Not Specified	--	Yes
GEORGIA	180	--	Yes	176	--	Yes
HAWAII	183	--	No	--	--	No
IDAHO	180	--	Yes	--	--	Yes
ILLINOIS	180	--	Yes	Not Specified	--	Yes
INDIANA	180	--	Yes	Not Specified	--	Yes
IOWA	180	--	Yes	Not Specified	--	Yes
KANSAS	180	1,080	Yes	175	1,050	Yes
KENTUCKY	175	--	Yes	(3)	--	Yes
LOUISIANA	180	--	Yes	175	--	Yes
MAINE	175	--	Yes	(4)	--	Yes
MARYLAND	180	--	Yes	(4)	--	Yes
MASSACHUSETTS	180	--	Yes	180	--	Yes
MICHIGAN	180	900	Yes	178	--	Yes
MINNESOTA	175	--	Yes	175	--	Yes
MISSISSIPPI	175	--	No	--	--	Yes
MISSOURI	174	--	Yes	174	--	Yes
MONTANA	180	--	Yes	180	--	Yes
NEBRASKA	--	1,010 (5)	Yes	--	Not Specified	Yes
NEVADA	180	--	Yes	170	--	Yes
NEW HAMPSHIRE	180	--	Yes	(4)	--	No
NEW JERSEY	180	--	Yes (4)	--	--	Yes
NEW MEXICO	180	--	Yes	148	--	No
NEW YORK	180	--	Yes	175	--	Yes
NORTH CAROLINA	180	--	Yes	175	--	Yes
NORTH DAKOTA	180	--	Yes	173	--	Yes
OHIO	182	--	Yes	178	--	No
OKLAHOMA	175	--	No	--	--	Yes
OREGON	175	--	No	--	--	Yes
PENNSYLVANIA	180	--	No	--	--	Yes
PUERTO RICO	183	--	No	--	--	No
RHODE ISLAND	180	--	Yes	170	--	Yes
SOUTH CAROLINA	180	--	Yes	180	--	Yes
SOUTH DAKOTA	175	--	Yes	175	--	Yes
TENNESSEE	180	--	No	--	--	Yes
TEXAS	175	--	Yes	(4)	--	Yes
UTAH	180	--	Yes	(4)	--	Yes
VERMONT	175	--	Yes	(4)	--	Yes
VIRGIN ISLANDS	180	--	Yes	175	--	No
VIRGINIA	180	--	Yes	175	--	Yes
WASHINGTON	180	--	Yes	(4)	--	Yes
WEST VIRGINIA	180	--	Yes	178	--	Yes
WISCONSIN	180	--	Yes	175	--	Yes
WYOMING	175	--	Yes	175	--	Yes

SOURCE: Council of Chief State School Officers' 1989 Policies and Practices Questionnaire

NOTES: "--" indicates that a state does not have a requirement in this category. "Not Specified" indicates that state law or policy does not set a specific limit. (1) Exemptions typically granted on a case-by-case basis. (2) Sanctions may include the loss of state financial aid or the loss of accreditation. (3) Districts must make up 20 missed days before asking for exceptions. (4) Written request submitted to Chief State School Officer required for exceptions. (5) Elementary schools must meet 1,032 hours and secondary schools must meet 1,010 hours.

TABLE 14

INSTRUCTIONAL TIME

Length of School Day

POLICY ON LENGTH OF SCHOOL DAY IN NUMBER OF HOURS (FOR THE 1988-89 SCHOOL YEAR)

	Pre-Kindergarten	Half-Day Kindergarten	Full-Day Kindergarten	Grades 1 - 3	Grades 4 - 6	Grades 7 - 8	Grade 9	Grades 10 - 12
ALABAMA	--	--	6.0	6.0	6.0	6.0	6.0	6.0
ALASKA	--	--	--	4.0	5.0	5.0	5.0	5.0
ARIZONA	1.2	2.0	4.0	4.0	5.0	6.0	3.0 (1)	3.0 (1)
ARKANSAS	--	3.0	5.5	5.5	5.5	5.5	5.5	5.5
CALIFORNIA	--	4.0	4.0	3.9	4.0	4.0	4.0	4.0
COLORADO	--	--	--	--	--	--	--	--
CONNECTICUT	2.5	2.5	--	4.0	4.0	4.0	4.0	4.0
DELAWARE	--	2.5	--	6.0	6.0	6.0	6.0	6.0
DISTRICT OF COLUMBIA	6.0	--	6.0	6.0	6.0	6.0	6.0	6.0
DoDDS	2.5	2.5	--	5.0	5.5	5.5	6.0	6.0
FLORIDA	--	--	3.0	4.0	5.0	5.0	5.0 (2)	5.0 (2)
GEORGIA	--	2.5	4.5	4.5	6.0	6.0	6.0	6.0
HAWAII	30.0	30.0	30.0	30.0	30.0	30.0	30.0	30.0
IDAHO	--	2.5	4.0 (3)	4.5	5.0	5.5	5.5	5.5
ILLINOIS	--	2.0	5.0	4.0-5.0 (4)	5.0	5.0	5.0	5.0
INDIANA	--	2.5	5.0	5.0	5.0	6.0	6.0	6.0
IOWA	--	--	--	5.5	5.5	5.5	5.5	5.5
KANSAS	--	2.5	--	6.0	6.0	6.0	6.0	6.0
KENTUCKY	--	3.0	6.0	6.0	6.0	6.0	6.0	6.0
LOUISIANA	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
MAINE	2.5	2.5	5.0	5.0	5.0	5.0	5.0	5.0
MARYLAND	3.0	3.0	--	6.0	6.0	6.0	6.5	6.5
MASSACHUSETTS	--	2.5	2.5	5.0	5.0	5.0	5.5	5.5
MICHIGAN	--	--	--	--	--	--	5.0 (5)	5.0 (5)
MINNESOTA	--	2.5	5.0	5.0	5.5	6.0	6.0	6.0
MISSISSIPPI	--	--	5.5	5.5	5.5	--	--	--
MISSOURI	--	3.0	3.0	3.0	3.0	3.0	3.0	3.0
MONTANA	2.0	2.0 (6)	4.0 (7)	4.0	6.0	6.0	6.0	6.0
NEBRASKA	--	--	--	--	--	--	--	--
NEVADA	--	2.0	--	4.0	5.0	5.5	5.5	5.5
NEW HAMPSHIRE	--	--	--	5.3	5.5	5.5	5.5	5.5
NEW JERSEY	--	2.5	2.5	4.0	4.0	4.0	4.0	4.0
NEW MEXICO	--	2.5	--	5.5	5.5	6.0	6.0	--
NEW YORK	2.5	2.5	5.0	5.0	5.0	5.5	5.5	5.5
NORTH CAROLINA	--	--	5.5	5.5	5.5	5.5	5.5	5.5
NORTH DAKOTA	--	2.5	5.5	5.5	5.5	5.5	6.0	6.0
OHIO	--	2.5	5.0	5.0	5.0	5.5	5.5	5.5
OKLAHOMA	--	3.0	--	6.0	6.0	6.0	6.0	6.0
OREGON	--	--	--	--	--	--	--	--
PENNSYLVANIA	--	2.5	5.0	5.0	5.0	5.5	5.5	5.5
PUERTO RICO	--	--	--	--	--	--	--	--
RHODE ISLAND	--	2.5	--	5.0	5.0	5.5	5.5	5.5
SOUTH CAROLINA	2.5	2.5	--	6.0 (8)	6.0 (8)	6.0	6.0 (8)	6.0 (8)
SOUTH DAKOTA	--	2.5	5.0	5.0	5.5	5.5	5.5	5.5
TENNESSEE	--	4.0	--	6.5	6.5	6.5	6.5	6.5
TEXAS	3.0	3.0	6.3	6.3	7.0	7.0	7.0	7.0
UTAH	--	2.5	--	4.5-5.5(9)	5.5	5.5	5.5	5.5
VERMONT	--	2.0	--	4.0 (10)	--	5.5 (11)	--	5.5 (8)
VIRGIN ISLANDS	--	--	6.5	6.5	6.5	6.5	6.5	6.5
VIRGINIA	--	3.0	3.0	5.5	5.5	5.5	5.5	5.5
WASHINGTON	--	2.5	--	(12)	(12)	(12)	(12)	(12)
WEST VIRGINIA	--	2.6	5.3	5.3	5.5 (13)	5.5	5.8	5.8
WISCONSIN	--	2.5	5.0	6.0	6.0	6.5	6.5	6.5
WYOMING	--	2.5	5.0	5.0	5.0	6.0	6.0	6.0

SOURCE: Council of Chief State School Officers' 1989 Policies and Practices Questionnaire

NOTES: "--" indicates no state policy. (1) This is a minimum requirement for full-time students. (2) Increased to 5.8 hours under optional funding program (7-50 or 6-60 minute periods). (3) Authorized with State Approval. (4) Grade 1 policy is 4.0 hours. Grades 2 and 3 are 5.0 hours. (5) There is a $30 per pupil incentive to high schools that have at least 6 period days of at least 300 minutes. (6) Two hours for 180 days (7) May go 4 hours for 90 days. (8) Includes grades 9 through 12. (9) Grade 1 policy is 4.5 hours. Grades 2 and 3 are 5.5 hours. (10) Includes grades 1 and 2. (11) Includes grades 3 through 8. (12) Data reported in hours per year. Hours vary by grade. Grades 1-3 = 2,700; grades 4-6 = 2,970 hours; grades 7-8 = 1,980 hours; grades 9-12 = 4,320 hours. (13) Grade 4 requires 5.25 hours and grades 5-6 require 5.5 hours per day.

TABLE 15

SCHOOL PARTICIPATION

1988-89 School Year

				EXCEPTIONS TO STATE POLICIES		
	Age Students Must Enter School	Age Students Generally Enter School	Age to Which Students Must Remain in School	Mandatory Attendance Age	Mandatory Exit Age	Mandatory Entrance Age
ALABAMA	7	5	16	No	No	Yes
ALASKA	7	5	16	No	No	Yes
ARIZONA	8	5	16	Yes	Yes	Yes
ARKANSAS	7	5	17	No	No	No
CALIFORNIA	6	5	16	Yes	No	Yes
COLORADO	7	5	16	No	No	Yes
CONNECTICUT	7	5	16	No	No	Yes
DELAWARE	5	5	16	Yes	No	Yes
DISTRICT OF COLUMBIA	7	5	16	No	Yes	No
DoDDS	5	5	18	Yes	No	No
FLORIDA	6	5	16	Yes	No	Yes
GEORGIA	7	5	16	Yes	No	No
HAWAII	6	5	18	Yes	Yes	Yes
IDAHO	7	5	16	No	No	Yes
ILLINOIS	7	5	16	No	No	Yes
INDIANA	7	5	16	Yes	Yes	Yes
IOWA	7	5	16	No	Yes	Yes
KANSAS	7	5	16	Yes	No	Yes
KENTUCKY	6	5	16	No	Yes	No
LOUISIANA	7	5	17	No	Yes	Yes
MAINE	7	5	17	Yes	Yes	Yes
MARYLAND	6	6	16	Yes	Yes	Yes
MASSACHUSETTS	6	6	16	Yes	Yes	Yes
MICHIGAN	6	5	16	No	No	No
MINNESOTA	7	5	16	Yes	No	Yes
MISSISSIPPI	6	5	16	No	No	Yes
MISSOURI	7	5	16	No	No	No
MONTANA	7	6	16 (1)	No	No	Yes
NEBRASKA	7	5	16	No	No	Yes
NEVADA	7	5	17	Yes	Yes	Yes
NEW HAMPSHIRE	6	6	16	Yes	Yes	Yes
NEW JERSEY	6	5	16	No	No	Yes
NEW MEXICO	5	5	18	Yes	Yes	No
NEW YORK	6	5	16	Yes	Yes	Yes
NORTH CAROLINA	7	5	16	No	No	No
NORTH DAKOTA	7	5	16	Yes	No	No
OHIO	6	5	18	Yes	Yes	Yes
OKLAHOMA	6	6	18	Yes	No	Yes
OREGON	7	5	18	Yes	Yes	Yes
PENNSYLVANIA	8	5	17	No	Yes	Yes
PUERTO RICO	6	6	18	No	No	Yes
RHODE ISLAND	7	5	16	No	No	No
SOUTH CAROLINA	5	5	16	Yes	Yes	Yes
SOUTH DAKOTA	6	5	16	Yes	No	Yes
TENNESSEE	5	5	17	Yes	Yes	Yes
TEXAS	7	7	17	No	No	No
UTAH	6	5	18	Yes	Yes	Yes
VERMONT	7	6	16	No	No	No
VIRGIN ISLANDS	5	5	16	No	No	Yes
VIRGINIA	6	5	16	No	No	No
WASHINGTON	8	5	18	Yes	Yes	Yes
WEST VIRGINIA	6	5	16	Yes	Yes	Yes
WISCONSIN	6	5	17	No	No	No
WYOMING	6	5	16	No	No	Yes

SOURCE: Council of Chief State School Officers, 1989 Policies and Practices Questionnaire.

NOTE: (1) Either reaching the age of 16 or completion of the 8th grade, whichever is later.

TABLE 16

INSTRUCTIONAL PROGRAMS

Kindergarten Policies

	Must Offer Half-Day Kindergarten	Must Offer Full-Day Kindergarten	Must Offer Half- or Full Day Kindergarten	Student Attendance Required	Other
ALABAMA		✓			
ALASKA					
ARIZONA			✓	✓	
ARKANSAS	✓				
CALIFORNIA					(1)
COLORADO	✓				
CONNECTICUT	✓			✓	
DELAWARE		✓			
DISTRICT OF COLUMBIA	✓			✓	
DoDDS		✓		✓	(2)
FLORIDA		✓		✓	
GEORGIA					(3)
HAWAII					(1)
IDAHO	✓				
ILLINOIS	✓				
INDIANA			✓		
IOWA					(1)
KANSAS			✓		
KENTUCKY	✓			(4)	
LOUISIANA	✓	Optional			
MAINE	✓				
MARYLAND	✓				
MASSACHUSETTS	Optional	Optional			
MICHIGAN	✓	Optional			
MINNESOTA		✓			
MISSISSIPPI	✓				
MISSOURI					(5)
MONTANA			✓		(6)
NEBRASKA	(1)				
NEVADA					
NEW HAMPSHIRE (7)	✓				
NEW JERSEY	✓			✓	(8)
NEW MEXICO					
NEW YORK		✓			
NORTH CAROLINA					(9)
NORTH DAKOTA	✓			✓	
OHIO	✓				
OKLAHOMA	✓				
OREGON					(1)
PENNSYLVANIA					(10)
PUERTO RICO	✓				
RHODE ISLAND	✓			✓	
SOUTH CAROLINA	✓				
SOUTH DAKOTA	✓				
TENNESSEE			✓		
TEXAS					(1)
UTAH	✓				
VERMONT		✓		✓	
VIRGIN ISLANDS			✓		
VIRGINIA			✓		
WASHINGTON			✓		
WEST VIRGINIA	✓				
WISCONSIN					(1)
WYOMING					(1)

SOURCE: Council of Chief State School Officers' 1989 Policies and Practices Questionnaire.

NOTES: (1) Not required by State, but all LEAs offer Kindergarten. (2) Satisfactory completion of Kindergarten required for admittance into first grade. (3) School must provide if parents desire; 98% of parents exercise this option. (4) Students must attend kindergarten or pass a readiness test administered by the local school system. (5) LEAs are reimbursed for half-day programs, but are not required to offer Kindergarten programs. (6) Requires 400 hours spread over the school year or as determined by the LEA. (7) Pursuant to law, a full day for kindergarten in New Jersey Schools must be one continuous session of 2.5 hours. (8) Either half-day kindergarten or 450 hours a year are required. (9) Schools have the option of offering a minimum 60 half-day classes or 30 full day classes. (10) Optional Kindergarten programs are attended by approximately 52% of the eligible population.

ERRATA SHEET

TABLE 17

INSTRUCTIONAL PROGRAM

High School Graduation Requirements

CARNEGIE COURSE UNITS REQUIRED FOR A REGULAR DIPLOMA
(For the 1989 Graduating Class)

	English	Social Science	Math	Science	Art/Music	Foreign Language	Vocational	Electives	Other
ALABAMA	4.0	3.0	2.0	2.0	0.0	0.0	0.0	9.5	1.5
ALASKA	4.0	3.0	2.0	2.0	0.0	0.0	0.0	9.0	1.0
ARIZONA	4.0	2.0	2.0	2.0	0.0	0.0	0.0	9.5	0.5
ARKANSAS	4.0 (1)	3.0 (2)	3.0 (3)	3.0 (3)	0.5	0.0	0.0	6.5	1.0
CALIFORNIA	3.0	3.0	2.0	2.0	1.0 (4)	0.0	0.0	0.0	2.0
COLORADO	–	–	–	–	–	–	–	–	–
CONNECTICUT	4.0	3.0	3.0	2.0	1.0	0.0	0.0	6.0	1.0
DELAWARE	4.0	3.0	2.0	2.0	0.0	0.0	0.0	6.5	1.5
DISTRICT OF COLUMBIA	4.0	2.0	2.0	2.0	0.0	1.0	0.0	7.0	2.5
DoDDS	4.0	3.0	2.0	2.0	1.0	0.0	1.0	5.0	2.0
FLORIDA	4.0	3.0	3.0	3.0	0.5	0.0	0.5	9.0	0.5
GEORGIA	4.0	3.0	2.0	2.0	0.0	0.0	0.0	8.0	2.0
HAWAII	4.0	4.0	2.0	2.0	0.0	0.0	0.0	6.0	2.0
IDAHO	4.0	2.5	2.0	2.0	(5)	(5)	0.0	6.0	4.5
ILLINOIS	3.0	2.0	2.0	1.0	0.0	0.0	0.0	0.0	0.5
INDIANA	4.0	2.0	2.0	2.0	0.0	0.0	0.0	8.0	1.0
IOWA	–	–	–	–	–	–	–	–	–
KANSAS	4.0	3.0	2.0	2.0	0.0	0.0	0.0	9.0	1.0
KENTUCKY	4.0	2.0	3.0	2.0	–	(6)	(6)	7.0	1.0
LOUISIANA	4.0	3.0	3.0	3.0	–	–	–	7.5	2.5
MAINE	4.0	2.0	2.0	2.0	1.0	0.0	0.0	3.5	1.5
MARYLAND	4.0	3.0	3.0	2.0	1.0	0.0	1.0	5.0	1.0
MASSACHUSETTS	–	–	–	–	–	–	–	–	–
MICHIGAN	(7)	(7)	(7)	(7)	–	–	–	–	–
MINNESOTA	4.0	3.0	1.0	1.0	0.0	0.0	0.0	9.3	1.0
MISSISSIPPI	4.0	2.0	2.0	2.0	0.0	0.0	0.0	0.0	0.0
MISSOURI	3.0	2.0	2.0	2.0	1.0	0.0	0.0	10.0	2.0
MONTANA	4.0	1.5	2.0	1.0	0.0	0.0	0.0	10.5	1.0
NEBRASKA	(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)
NEVADA	4.0	2.0	2.0	2.0	0.0	0.0	0.0	8.5 3.5 (9)	(10)
NEW HAMPSHIRE	4.0	2.5	2.0	2.0	0.5	0.0	0.0	7.0	1.2
NEW JERSEY	4.0	3.0	3.0	2.0	1.0	0.0	0.0	4.5	4.5
NEW MEXICO	4.0	3.0	3.0	4.0	0.0	0.0	0.0	0.0	2.0
NEW YORK	4.0	3.0	2.0	2.0	–	–	–	–	5.0 (11)
NORTH CAROLINA	4.0	2.0	2.0	2.0	–	–	–	9.0	1.0
NORTH DAKOTA	4.0	3.0	2.0	2.0	0.0	0.0	0.0	5.0	1.0
OHIO	3.0	2.0	2.0	1.0	0.0	0.0	0.0	9.0 (12)	1.0
OKLAHOMA	4.0	2.0	2.0	2.0	0.0	0.0	0.0	10.0	–
OREGON	3.0 (13)	3.5	2.0	2.0	0.0	1.0 (14)	0.0	8.0	2.5
PENNSYLVANIA	4.0	3.0	3.0	3.0	0.0	0.0	0.0	5.0	3.0
PUERTO RICO	3.0	2.5	2.0	2.0	0.0	0.0	0.0	0.0	4.0
RHODE ISLAND	4.0	2.0	2.0	2.0	0.0	0.0	0.0	6.0	0.0
SOUTH CAROLINA	4.0	3.0	3.0	2.0	0.0	0.0	0.0	7.0	1.0
SOUTH DAKOTA	4.0	3.0	2.0	2.0	0.0	0.0	0.0	8.0	1.0
TENNESSEE	4.0	1.5	2.0	2.0	0.0	0.0	0.0	9.0	1.5
TEXAS	4.0	2.5	3.0	2.0	0.0	0.0	0.0	7.0	1.5
UTAH	3.0	3.0	2.0	2.0	1.5	0.0	1.0	9.5	2.0
VERMONT	4.0	3.0	5.0	5.0	1.0	0.0	0.0	0.0	1.5
VIRGIN ISLANDS	4.0	2.0	2.0	2.0	0.0	1.0	1.0	6.0	0.0
VIRGINIA	4.0	3.0	2.0 (15)	2.0 (15)	1.0 (16)	0.0	1.0 (16)	6.0	2.0
WASHINGTON	3.0	2.5	2.0	2.0	0.0	0.0	1.0	5.5	3.0
WEST VIRGINIA	4.0 (17)	3.0	2.0	2.0	(18)	(18)	(18)	8.0	2.0
WISCONSIN	4.0	3.0	2.0	2.0	0.0	0.0	0.0	0.0	2.0
WYOMING	4.0	4.0	4.0	4.0	0.5	2.0	4.0	2.0	0.0

SOURCE: Council of Chief State School Officers' 1989 Policies and Practices Questionnaire.

NOTES: "–" indicates no state policy regarding Carnegie Units. (1) Oral communications may be substituted at 11th or 12th grade. (2) One unit of Practical Arts may be substituted. (3) Five units of math and science are required. Two in one area and three in the other. At least one unit in Life Science and one unit in Physical Science. (4) May take a course in either Art/Music or Foreign Language. (5) School must offer these programs. There are no course requirements. (6) One additional course unit in Foreign Language or Vocational Arts. (7) No state requirements, but financial incentives are provided for districts requiring ten years credit in English, Social Studies, Mathematics, and Science. (8) Local districts establish specific graduation requirements. Each district must require 200 hours for graduation of which 80% must be from the core curriculum. All courses listed here make up the core curriculum. (9) Pupils who demonstrate competency in the use of computers are not required to take the course of study in computers and therefore must earn only 13.5 units in the required courses. (10) One unit credit required in the Humanities. (11) A 3-unit sequence in any major subject, except English and Social Studies, is required; one-half unit of health is also required. One-half unit of physical education each year is not counted in the 16 unit total. (12) Of the eight electives, one must be chosen from Applied Arts, Fine or Performing Arts, or a foreign language. (13) Includes the equivalent of one unit in written composition. (14) One unit shall be earned in any one or a combination of applied arts, fine arts or foreign language. (15) A third unit of math or science is required for a total of five units in math or science. (16) One unit of credit required from fine arts or practical arts. (17) Four units of English/Language Arts or three and one-half of English/Language Arts and one-half of Speech. (18) A student must earn three units in at least one content area besides English.

TABLE 18

STUDENT PREPARATION

High School Graduation Requirements

	DIFFERENT GRADUATION REQUIREMENTS FOR:				
	Academic or College Bound	Vocational or Career Bound	Honors Diploma	Certificate of Attendance	IEP Completers
ALABAMA	Yes	--	--	--	Yes
ALASKA	--	--	--	--	No
ARIZONA	--	--	--	--	No
ARKANSAS	--	--	--	--	Yes
CALIFORNIA	Yes	--	--	--	Yes
COLORADO	--	--	--	--	Yes
CONNECTICUT	--	--	--	--	Yes
DELAWARE	--	--	--	--	No
DISTRICT OF COLUMBIA	--	Yes	--	--	Yes
DoDDS	--	--	--	--	Yes
FLORIDA	--	--	--	--	Yes
GEORGIA	--	--	--	--	Yes
HAWAII	Yes	Yes	Yes	No	Yes
IDAHO	--	--	--	--	No
ILLINOIS	--	--	--	--	No
INDIANA	--	--	Yes	--	Yes
IOWA	--	--	--	--	Yes
KANSAS	--	--	--	--	Yes
KENTUCKY	Yes	--	Yes	--	No
LOUISIANA	--	--	--	--	No
MAINE	--	--	--	--	No
MARYLAND	--	--	--	--	No
MASSACHUSETTS	--	--	--	--	No
MICHIGAN	--	--	--	--	No
MINNESOTA	--	--	--	--	Yes
MISSISSIPPI	Yes	--	--	--	Yes
MISSOURI	--	--	--	--	No
MONTANA	--	--	--	--	Yes
NEBRASKA	--	--	--	--	Yes
NEVADA	--	--	--	--	No
NEW HAMPSHIRE	--	--	--	--	No
NEW JERSEY	--	--	--	--	Yes
NEW MEXICO	--	--	--	--	No
NEW YORK	--	--	Yes	--	Yes
NORTH CAROLINA	--	--	Yes	--	No
NORTH DAKOTA	--	--	--	--	No
OHIO	--	--	--	--	No
OKLAHOMA	--	--	--	--	No
OREGON	--	--	--	--	No
PENNSYLVANIA	--	--	--	--	No
PUERTO RICO	--	--	--	--	No
RHODE ISLAND	Yes	--	--	--	No
SOUTH CAROLINA	--	--	--	--	Yes
SOUTH DAKOTA	--	--	--	--	No
TENNESSEE	Yes	Yes	Yes	Yes	Yes
TEXAS	Yes	--	--	--	No
UTAH	Yes	Yes	Yes	--	Yes
VERMONT	--	--	--	--	Yes
VIRGIN ISLANDS	--	--	--	--	Yes
VIRGINIA	Yes	--	--	--	Yes
WASHINGTON	--	--	--	--	No
WEST VIRGINIA	--	--	--	--	Yes
WISCONSIN	--	--	--	--	No
WYOMING	--	--	--	--	No

SOURCE: Council of Chief State School Officers, 1989 Policies and Practices Questionnaire.
NOTE: "--" indicates no state policy.

INSTRUCTIONAL PROGRAMS

High School Graduation Requirements

	COMPETENCY TESTING	MINIMUM G.P.A. REQUIREMENTS				
	Test Required	Regular Diploma	Academic or College Bound	Vocational or Career Bound	Honors Diploma	Certificate of Attendance
ALABAMA	Yes	--	--	--	--	--
ALASKA	No	--	--	--	--	--
ARIZONA	No	--	--	--	--	--
ARKANSAS	Yes	--	--	--	--	--
CALIFORNIA	Yes	--	2.8	--	--	--
COLORADO	No	--	--	--	--	--
CONNECTICUT	No	--	--	--	--	--
DELAWARE	No	--	--	--	--	--
DISTRICT OF COLUMBIA	No	--	--	--	--	--
DoDDS	No	--	--	--	--	--
FLORIDA	No	1.5	--	--	--	--
GEORGIA	Yes	--	--	--	--	--
HAWAII	Yes	--	--	--	--	--
IDAHO	No	2.0	--	--	--	--
ILLINOIS	No	--	--	--	--	--
INDIANA	No	--	--	--	--	--
IOWA	No	--	--	--	--	--
KANSAS	No	--	--	--	--	--
KENTUCKY	No	--	--	--	--	--
LOUISIANA	Yes (1)	--	--	--	--	--
MAINE	No	--	--	--	--	--
MARYLAND	Yes	--	--	--	--	--
MASSACHUSETTS	No	--	--	--	--	--
MICHIGAN	No	--	--	--	--	--
MINNESOTA	No	--	--	--	--	--
MISSISSIPPI	No	--	--	--	--	--
MISSOURI	No	--	--	--	--	--
MONTANA	No	--	--	--	--	--
NEBRASKA	Yes	--	--	--	--	--
NEVADA	Yes	--	--	--	--	--
NEW HAMPSHIRE	No	--	--	--	--	--
NEW JERSEY	Yes	--	--	--	--	--
NEW MEXICO	No	--	--	--	--	--
NEW YORK	Yes	--	--	--	--	--
NORTH CAROLINA	Yes	--	--	--	--	--
NORTH DAKOTA	No	--	--	--	--	--
OHIO	No	--	--	--	--	--
OKLAHOMA	No	--	--	--	--	--
OREGON	Yes	--	--	--	--	--
PENNSYLVANIA	No	--	--	--	--	--
PUERTO RICO	No	--	--	--	--	--
RHODE ISLAND	No	--	--	--	--	--
SOUTH CAROLINA	No	--	--	--	--	--
SOUTH DAKOTA	No	--	--	--	--	--
TENNESSEE	Yes	--	--	--	3.0	--
TEXAS	Yes	--	--	--	--	--
UTAH	No	--	--	--	--	--
VERMONT	No	--	--	--	--	--
VIRGIN ISLANDS	No	1.6	--	--	--	--
VIRGINIA	No	--	--	--	--	--
WASHINGTON	No	--	--	--	--	--
WEST VIRGINIA	No	--	--	--	--	--
WISCONSIN	No	--	--	--	--	--
WYOMING	No	--	--	--	--	--

SOURCE: Council of Chief State School Officers, 1989 Policies and Practices Questionnaire.
NOTE: "--" indicates no state policy. (1) The Graduation Exit is composed of Mathematics, English Language Arts, Writing, Social Studies and Science.

TABLE 20

INSTRUCTIONAL PROGRAM

Graduation Requirements in Core Subjects

SOURCE: Council of Chief State School Officers' 1989 Policies and Practices Questionnaire

NOTE: A Carnegie Unit is a unit of academic credit used in secondary schools. One unit is normally earned by a student upon completion of a course involving at least 120 clock hours of class work. Students units or more are normally required to qualify for a diploma. (1) In English, Oral Communication may be substituted at the 11th and 12th grade level. One unit of Practical Arts may be substituted under Social Studies. Five units of Math and Science are required. Two in one area and three in the other. At least one unit in Life Science and one unit in Physical Science are required. (2) High school graduation requirements are established by local schools. State standards require minimum offerings. (3) Each school district establishes specific graduation requirements. However, each district must require at least 200 credit hours for graduation for which 80% must be from the core curriculum. All courses listed above make up the core curriculum. Ten credit hours equal approximately one Carnegie unit. (4) New York requires a three unit sequence in any major subject except English and Social Science, a one half unit of health is also required. One half unit of physical education each year is also required but not counted in the 16 unit total. (5) The English requirement includes the equivalent of one unit in written composition. (6) Five units of Math and Science are required. Two in one area and three in the other. (7) A third additional unit of math or science is required for a total of five units in math and science.

TABLE 21

TEACHER PREPARATION

Coursework Requirements

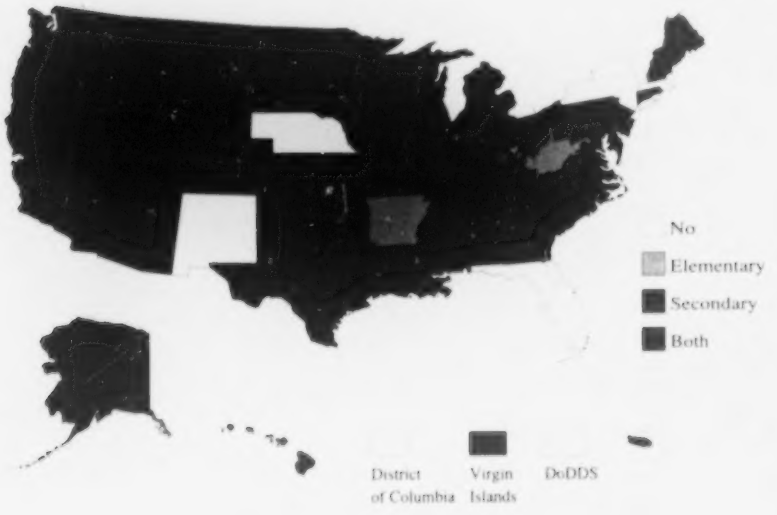
	PROFESSIONAL EDUCATION HOURS		ACADEMIC SUBJECTS: MAJOR	
	Elementary	Secondary	Elementary	Secondary
ALABAMA	45	33	27 - 54 (1)	54
ALASKA	(2)	(2)	(2)	(2)
ARIZONA	45	30	18	30
ARKANSAS	18	18	21 - 36	21 - 36
CALIFORNIA	30	30	84 (3)	45
COLORADO	24 - 42	18 - 42	35 - 60	35 - 60
CONNECTICUT	30	18	--	No Policy
DELAWARE	33	15 - 18	12	30 - 45
DISTRICT OF COLUMBIA	15	15	30	30
DoDDS	18	18	18	24
FLORIDA	20	20	21	30
GEORGIA	24	24	27 - 45	27 - 45
HAWAII	53	26 - 32	18	30- 46
IDAHO	24	20	(9)	20 - 45
ILLINOIS	16	16	--	32
INDIANA	30	24	30	36
IOWA	(4)	(4)	(4)	30
KANSAS	(7)	(7)	(7)	(7)
KENTUCKY	39	25	21	30
LOUISIANA	30	27	--	20 - 60
MAINE	24	24	36	36
MARYLAND	26	18	--	24 - 36
MASSACHUSETTS	21	21	36	36
MICHIGAN	20	20	20-30	20-30
MINNESOTA	45	18	--	26 - 48
MISSISSIPPI	27	24	36	36
MISSOURI	60	24	21	30 - 40
MONTANA	(2)	(2)	(2)	30
NEBRASKA	40	25 and up	40	Varies
NEVADA	30	22	--	30 - 36
NEW HAMPSHIRE	(5)	(5)	--	--
NEW JERSEY	30	30	30	30
NEW MEXICO	30 - 36	24 - 30	24 - 36	24 - 36
NEW YORK	24	12	--	24 - 36
NORTH CAROLINA	(5)	(5)	(5)	(5)
NORTH DAKOTA	30	30	30	36
OHIO	30	24	30 (6)	30 (6)
OKLAHOMA	30	30	40	40
OREGON	24	24	40	14 - 40
PENNSYLVANIA	30	30-36	30 - 33	30 - 33
PUERTO RICO	60	102	--	30
RHODE ISLAND	24	18	(4)	30 - 36
SOUTH CAROLINA	(7)	(7)	(7)	(7)
SOUTH DAKOTA	26	23	32	30 - 42
TENNESSEE	(2)	(2)	(2)	(2)
TEXAS	18	18	36	48
UTAH	(2)	(2)	(2)	45
VERMONT	--	--	30	30
VIRGIN ISLANDS	24	24	24	24
VIRGINIA	18	18	60	(8)
WASHINGTON	(2)	(2)	(2)	(2)
WEST VIRGINIA	(4)	(4)	(4)	(4)
WISCONSIN	26	18	22	34
WYOMING	24	24	--	15 - 48

SOURCE: Council of Chief State School Officers, 1989 Policies and Practices Questionnaire.

NOTES: -- indicates no state policy. (1) Depends on major. Most students complete two. (2) State does not allow their license a comprehensive major such as general science. (3) Completion of an approved program and recommendation of the preparing agency or certifying State Agency. (4) May include general education requirements as part of a major. (5) Hours are not specified. (6) Must meet state competency requirements. (7) Must complete a minimum of twenty semester hours of coursework in a selected area from the humanities, math, including six semester hours in social sciences in addition to 30 semester hours across subjects taught in elementary schools. (8) Program approval process is used. (9) Hourly requirements vary according to the endorsement being sought. (10) Coursework required in Language Arts, Social Studies, Science, and Fine Arts.

FIGURE 1

STATES REQUIRING STUDENT TEACHING FOR INDUCTION
Elementary or Secondary Teacher (1989 Graduates)



STATES REQUIRING EXTENDED INTERNSHIP FOR INDUCTION
Elementary or Secondary Teacher (1989 Graduates)

TEACHER PREPARATION

Assessment Requirements

TESTING USED BY STATES IN TEACHER PREPARATION AND CERTIFICATION

	Admission to Teacher Education	Exit from Teacher Education	Initial or Provisional Certification	Regular or Permanent Certification	Recertification or Maintenance of Certificate
ALABAMA	BS	No Test	No Test	No Test	No Test
ALASKA	No Test	No Test	No Test	No Test	No Test
ARIZONA	BS	No Test	BS,PS	BS,PS	No Test
ARKANSAS	BS	No Test	No Test	PS, CK	No Test
CALIFORNIA	BS	No Test	BS,CK (1)	BS,CK (2)	No Test
COLORADO	BS(3)	IO	BS,IO (3)	BS	No Test
CONNECTICUT	BS	No Test	BS,CK	IO	No Test
DELAWARE	No Test	No Test	BS	BS	No Test
DISTRICT OF COLUMBIA	No Test	No Test	BS	CK	No Test
DoDDS	No Test	No Test	No Test	BS,PS	No Test
FLORIDA	BS	IO	No Test	PS,CK,IO	(4)
GEORGIA	BS	No Test	CK (5)	IO (5)	CK (6)
HAWAII	No Test	No Test	BS,PS,CK	No Test	No Test
IDAHO	No Test	No Test	No Test	CK,PK	No Test
ILLINOIS	BS	No Test	No Test	PS, CK	No Test
INDIANA	No Test	No Test	BS,PS,CK	No Test	No Test
IOWA	No Test	BS,PS,CK,IO	BS,PS,CK,IO	BS,PS,CK,IO	BS,PS,CK,IO
KANSAS	No Test	No Test	BS,PS	No Test	No Test
KENTUCKY	BS	PS,CK,IO	IO	IO	No Test
LOUISIANA	BS	PS,CK	BS,PS,CK	BS,PS,CK	No Test
MAINE	No Test	No Test	BS,PS,CK,IO	IO	No Test
MARYLAND	No Test	No Test	BS,PS,CK	No Test	No Test
MASSACHUSETTS	--	--	Other (9)	No Test	Other (9)
MICHIGAN	BS	CK,IO	No Test	No Test	No Test
MINNESOTA	BS	No Test	BS	No Test	No Test
MISSISSIPPI	BS	No Test	PS, CK	IO	No Test
MISSOURI	BS	CK (10)	CK (10)	No Test	No Test
MONTANA	No Test	No Test	BS,PS	BS,PS	No Test (8)
NEBRASKA	BS	--	BS	BS	--
NEVADA	BS	PS,CK (15)	BS,PS,CK (11)	BS,PS,CK	--
NEW HAMPSHIRE	BS	No Test	BS	BS	No Test
NEW JERSEY	BS	No Test	CK	CK	No Test
NEW MEXICO	BS,CK	--	BS,PS	IO	BS,PS,IO (8)
NEW YORK	No Test	No Test	BS,PS	BS,PS	BS,PS
NORTH CAROLINA	BS	No Test	IO	IO	IO
NORTH DAKOTA	BS,IO	PS, CK	No Test	No Test	No Test
OHIO	BS	IO	PS, CK	No Test	No Test
OKLAHOMA	No Test	IO	IO	IO	IO
OREGON	BS(12)	IO	BS(12),PS(13),CK (14)	IO	No Test
PENNSYLVANIA	BS,PS,CK,IO (15)	BS,PS,CK,IO (15)	BS,PS,CK	--	--
PUERTO RICO	BS	CK	--	IO	--
RHODE ISLAND	--	IO	BS,PS,IO	No Test	No Test
SOUTH CAROLINA	BS	PS,CK,IO	PS, CK	PS, CK	No Test
SOUTH DAKOTA	No Test	No Test	No Test	No Test	No Test
TENNESSEE	BS	PS,CK,IO	IO	IO	IO
TEXAS	BS	PS, CK	PS, CK	--	--
UTAH	CK	CK	CK	No Test	No Test
VERMONT	No Test	(15)	No Test	No Test	No Test
VIRGIN ISLANDS	No Test	No Test	No Test	No Test	No Test
VIRGINIA	No Test	No Test	BS, PS, CK	BS,PS,CK	IO
WASHINGTON	BS	IO	IO	IO	No Test
WEST VIRGINIA	BS	BS,CK,IO	BS, CK, IO	BS,CK,IO	No Test (16)
WISCONSIN	BS	--	BS	BS	BS
WYOMING	BS	CK,IO	No Test	No Test	No Test

SOURCE: Council of Chief State School Officers' 1989 Policies and Practices Questionnaire.

KEY: "--" indicates no state policy. "BS" = Basic Skills Test. "CK" = Content Knowledge Test. "IO" = IO Core Observation. "PS" = Professional Skills Test.

NOTES: (1) Content Knowledge Test or Waiver (2) Content Knowledge Test or Waiver plus fifth year. (3) Must pass Basic Skills test before formal admission to teacher education. Applicants from other states must pass the same test. (4) Applicants must take subject area test rather than college course. (5) A state review of the Professional certificate may be waived during which time the test must be passed. (6) Content knowledge test must be passed to renew certification. Once passed, the test need not be taken again. (7) Teachers seeking initial certification or reinstatement must pass these tests. (8) If a certificate expires, teachers are required to take the NTE. (9) Tests required for foreign language, bilingual and English as a Second Language. (10) An exit assessment is required prior to state certification. (11) Initial licensing is regular licensing. (12) Passing score on 1 BEST required for initial certification. (13) Acceptable score on NTE Core Battery may substitute for 24 semester hours of coursework. (14) Acceptable NTE Specialty Area test may substitute for special area endorsement. (15) Committee's own cross evaluation standards. (16) Six semester hours and three years of successful teaching experience. (17) Required renewal credit unless individual holds a Masters degree plus 30 salary classes above bound upon receipt of Masters degree. (18) Required renewal credits regardless of degree held. (19) Interns teachers must successfully complete the internship program before a professional renewable certificate is issued. (20) Other teachers are re-evaluated every five years prior to recertification.

TABLE 23

TEACHER PREPARATION

Alternative Routes

		INDUCTION MODEL FOR ALTERNATIVE ROUTE		
	Alternative Certification Route	Supervised Student Teaching	Extended Internship or Induction Period Required	Extended Internship or Induction Period Optional
ALABAMA	Yes	Both	--	--
ALASKA	No	--	--	--
ARIZONA	Yes (Secondary)	--	Secondary	Secondary
ARKANSAS	Yes	--	Both	--
CALIFORNIA	Yes	Both	Both	--
COLORADO	Yes	--	--	--
CONNECTICUT	Yes	--	Secondary	--
DELAWARE	Yes	Both	Both	--
DISTRICT OF COLUMBIA	No	--	--	--
DoDDS	No	--	--	--
FLORIDA	Yes	--	Secondary	--
GEORGIA	Yes	--	Both	--
HAWAII	No	--	--	--
IDAHO	No	--	--	--
ILLINOIS	No	--	--	--
INDIANA	No	--	--	--
IOWA	No	--	--	--
KANSAS	No	--	--	--
KENTUCKY	Yes	Both	Both	--
LOUISIANA	Yes	Both	Both	--
MAINE	No	--	--	--
MARYLAND	Yes	Both	--	Both
MASSACHUSETTS	Yes	Both	Both	--
MICHIGAN	No	--	--	--
MINNESOTA	No	--	--	--
MISSISSIPPI	Yes	--	Both	--
MISSOURI	No	--	--	--
MONTANA	No	--	--	--
NEBRASKA	Yes	Both	--	--
NEVADA	No	--	--	--
NEW HAMPSHIRE	Yes	--	Elementary	--
NEW JERSEY	Yes	Both	Both	--
NEW MEXICO	Yes	--	--	--
NEW YORK	No	--	--	--
NORTH CAROLINA	Yes	Both	Both	--
NORTH DAKOTA	No	--	--	--
OHIO	Yes	--	Secondary (1)	--
OKLAHOMA	Yes	--	Both	--
OREGON	No	--	--	--
PENNSYLVANIA	Yes	Both	Both	--
PUERTO RICO	Yes	Secondary	Secondary	--
RHODE ISLAND	No	--	--	--
SOUTH CAROLINA	Yes	--	--	--
SOUTH DAKOTA	No	--	--	--
TENNESSEE	No	--	--	--
TEXAS	Yes	--	Both	--
UTAH	No	--	--	--
VERMONT	Yes	--	--	--
VIRGIN ISLANDS	No	--	--	--
VIRGINIA	Yes	Both	--	--
WASHINGTON	No	--	--	--
WEST VIRGINIA	Yes	--	--	--
WISCONSIN	No	--	--	--
WYOMING	Yes	--	--	--

SOURCE: Council of Chief State School Officers' 1989 Policies and Practices Questionnaire.

NOTES: "--" indicates no state policy. "Elementary" or "Secondary" indicates that teachers in those respective levels must meet these requirements. "Both" means that new teachers for elementary and secondary levels must meet these requirements. (1) Vocational education program only.

FIGURE 2

STATES WITH ALTERNATIVE ROUTE FOR TEACHER LICENSURE

STATES REQUIRING PROFESSIONAL DEVELOPMENT FOR TEACHERS

TABLE 24

STATE ACCOUNTABILITY SYSTEMS

State Data Reporting

	Report Comprehensive System of Indicators?	Data Reported in Relation to Demographic Factors	Rewards or Sanctions in Accountability Systems	1989-90 Dropout Data Pilot Participants	1990 State NAEP Math Trial Participants
ALABAMA	No	Yes	No	Yes	Yes
ALASKA	No	Yes	Yes	No	No
ARKANSAS	No	Yes	Yes	Yes	Yes
ARIZONA	No	No	No	No	Yes
CALIFORNIA	Yes	Yes	Yes	Yes	Yes
COLORADO	Yes	Yes	No	No	Yes
CONNECTICUT	Yes	Yes	Yes	Yes	Yes
DELAWARE	Yes	Yes	No	No	Yes
DISTRICT OF COLUMBIA	--	--	--	Yes	No
FLORIDA	Yes	Yes	Yes	Yes	Yes
GEORGIA	Yes	Yes	Yes	Yes	Yes
HAWAII	Yes	No	Sanctions	No	Yes
IDAHO	No	No	No	No	Yes
ILLINOIS	Yes	No	No	Yes	Yes
INDIANA	Yes	Yes	Yes	No	Yes
IOWA	Yes	Yes	Sanctions	Yes	Yes
KANSAS	Yes	Yes	No	No	No
KENTUCKY	Yes	Yes	Rewards	No	Yes
LOUISIANA	No	Yes	Yes	Yes	Yes
MAINE	Yes	Yes	Yes	Yes	No
MARYLAND	No	No	No	Yes	Yes
MASSACHUSETTS	No	Yes	Rewards	Yes	No
MICHIGAN	No	No	Yes	No	Yes
MINNESOTA	No	Yes	No	Yes	Yes
MISSISSIPPI	Yes	Yes	Yes	Yes	No
MISSOURI	Yes	No	No	Yes	No
MONTANA	No	No	No	No	Yes
NEBRASKA	No	No	No	No	Yes
NEVADA	Yes	No	Rewards	No	Yes
NEW HAMPSHIRE	Yes	Yes	No	No	Yes
NEW JERSEY	Yes	Yes	Yes	Yes	Yes
NEW MEXICO	Yes	Yes	No	Yes	Yes
NEW YORK	Yes	No	Yes	No	No
NORTH CAROLINA	Yes	Yes	Yes	Yes	Yes
NORTH DAKOTA	No	No	No	Yes	Yes
OHIO	Yes	No	No	Yes	Yes
OKLAHOMA	No	No	No	Yes	Yes
OREGON	Yes	Yes	No	Yes	Yes
PENNSYLVANIA	Yes	No	Yes	No	Yes
PUERTO RICO	Yes	No	No	Yes	No
RHODE ISLAND	Yes	Yes	No	Yes	Yes
SOUTH CAROLINA	Yes	Yes	Yes	No	No
SOUTH DAKOTA	No	Yes	Rewards	No	No
TENNESSEE	No	No	Sanctions	No	No
TEXAS	Yes	Yes	Yes	No	Yes
UTAH	Yes	Yes	No	Yes	No
VERMONT	Yes	Yes	No	No	No
VIRGIN ISLANDS	No	No	Yes	No	No
VIRGINIA	No	No	Rewards	No	Yes
WASHINGTON	Yes	Yes	Yes	No	No
WEST VIRGINIA	Yes	Yes	Yes	No	Yes
WISCONSIN	No	Yes	No	Yes	Yes
WYOMING	No	No	No	Yes	Yes

SOURCE: Council of Chief State School Officers' 1989 Survey: Accountability Reporting in the States.
NOTES: "--" indicates data not reported. Other territories participating in the Dropout Pilot test are: Northern Marianas and American Samoa.

GLOSSARY - POLICIES & PROGRAMS

TABLE 13: INSTRUCTIONAL TIME - LENGTH OF SCHOOL YEAR

Minimum Length of School Year in Days: The number of days that a state requires public elementary and secondary schools hold classes. This number does not necessarily include excused days resulting from, for example, inclement weather.

Minimum Length of School Year in Hours: The total number of hours that the state requires public elementary and secondary schools remain in session for the school year. This figure does not necessarily include excused hours resulting from, for example, inclement weather.

State Permits Exceptions to Minimum Time Requirements: Denotes whether the state has a policy that allows exceptions to the annual number of days or hours that schools must be in session. Possible exceptions could be snowdays, strikes, etc.

Minimum Length of School Year in Days After State Approved Exceptions: The number of days a school must remain in session including state approved exceptions. Typically, exceptions are granted on a case-by-case basis for instances such as snowdays and strikes. The "Not Specified" label indicates such a state. "Not Applicable" indicates that no exceptions are permitted.

Minimum Length of School Year in Hours After State Approved Exceptions: The number of hours a school must remain in session including state approved exceptions. Typically, exceptions are granted on a case-by-case basis for instances such as snowdays and strikes. The "Not Specified" label indicates such a state. "Not Applicable" indicates that no exceptions are permitted.

Sanctions for Providing Less Than State Required Minimum: Indicates whether the state imposes sanctions or penalties on those districts providing less than the minimum number of days or hours of instruction. Sanctions may include loss of state financial aid or the loss of accreditation.

TABLE 14: INSTRUCTIONAL TIME - LENGTH OF SCHOOL DAY

All Columns: Each column indicates the number of hours required for each grade, for each day of school. The "No Policy" label can denote one of two situations: (1) that the state does not require that grade be taught--typically pre-kindergarten, half or full-day kindergarten; or (2) that those policies are left to the discretion of the local school boards.

TABLE 15: SCHOOL PARTICIPATION - 1988-89 SCHOOL YEAR

Age Students Must Enter School: The age mandated by the state that, upon attainment, children must enter elementary school.

Age Students Generally Enter School: The age at which students most commonly enroll in public elementary schools in a state.

Age To Which Students Must Remain in School: The age to which students are required to remain in school in a state. A figure of "16" means that students must turn 17 years of age before they can legally leave school prior to graduation.

State Exceptions on Mandatory Entrance Age: Indicates whether the state allows waivers or exceptions to its policies on the mandatory entrance age requirement. An example would be a waiver granted to a student who is responsible for family support.

State Exceptions on Mandatory Exit Age: Indicates whether the state allows waivers or exceptions to its policies for mandatory exit from school.

State Exceptions on Mandatory Attendance: Indicates whether a state allows waivers or exceptions to its policies for mandatory attendance. Home instruction of a student is one example of a program that could receive a state waiver to its mandatory attendance policies.

TABLE 16: INSTRUCTIONAL PROGRAMS - KINDERGARTEN

Half-Day Kindergarten Must be Offered: A "Yes" indicates that half-day kindergarten programs are required by the state. A "No" answer indicates that the state does not require that a half-day kindergarten program be offered. Note that a "No" answer does not necessarily mean that schools within a given state do not offer half-day kindergarten programs. Districts in many states offer these programs even though they are not required by the state to do so. Dashes indicate no response.

Full-Day Kindergarten Must be Offered: A "Yes" indicates that full-day kindergarten programs are required by the state. A "No" answer indicates that the state does not require that a full-day kindergarten program be offered. Note that a "No" answer does not necessarily mean that schools within a given state do not offer full-day kindergarten programs. Districts in many states offer these programs even though they are not required by the state to do so. Dashes indicate no response.

Half- or Full-Day Kindergarten Must be Offered: Indicates whether a school district is required by the state to offer either half-day or full-day kindergarten programs. The decision on which one to offer is left to the individual school district. Dashes indicate no response.

Student Attendance Required: This column indicates whether students are required to attend a kindergarten program.

Other: This column refers the reader to footnotes at the bottom of the table that explain special circumstances regarding state Kindergarten programs.

TABLE 17 INSTRUCTIONAL PROGRAMS - HIGH SCHOOL GRADUATION REQUIREMENTS

Carnegie Course Units Required for a Regular Diploma: Indicates the number of Carnegie units required in a specific course subject to obtain a regular diploma from public secondary schools in a state. A Carnegie Unit is defined as an academic unit of credit used in secondary schools. One unit is normally earned by a student upon completion of a course involving at least 120 clock hours of classwork. Sixteen units or more are normally required to qualify for a diploma.

Dashes are similar in meaning in this table. Dashes indicate that the responding state did not provide an answer to this question in the questionnaire. This does not necessarily mean that a state does not have a Carnegie Unit requirement for that subject. A zero (0) indicates that a state does not have a Carnegie Unit requirement for that subject.

TABLE 18: STUDENT PREPARATION - HIGH SCHOOL GRADUATION REQUIREMENTS

All Columns: A "Yes" answer indicates that a state has specific graduation requirements for those students intending to pursue post-secondary programs.

IEP Completers: IEP is an acronym for Individual Education Program. Students

TABLE 19: INSTRUCTIONAL PROGRAMS - COMPETENCY TESTING & G.P.A. REQUIREMENTS

Competency Test Required: a "Yes" indicates that a state issued test must be passed before a student can be awarded a regular diploma.

Minimum G.P.A. Requirements: the minimum state mandated grade point average needed to obtain a diploma. Dashes indicate no state policy. In most instances, grade point average requirements are determined by the local school district.

TABLE 20: INSTRUCTIONAL PROGRAM - GRADUATION REQUIREMENTS IN CORE SUBJECTS

All Columns: The number of Carnegie Units required in core subjects to obtain a regular diploma. Core subjects are those which the state determines to be fundamental to obtaining a basic education. A Carnegie Unit is defined as an academic unit of credit used in secondary schools. One unit is normally earned by a student upon completion of a course involving at least 120 clock hours of classwork. Sixteen units or more are normally required to qualify for a diploma.

TABLE 21: TEACHER PREPARATION - COURSEWORK REQUIREMENTS

Professional Education Hours: the number of college credit hours in teacher training required of elementary or secondary teachers for certification.

Academic Subject: Major: the number of semester hour credits required in the major study area for elementary or secondary certification.

TABLE 22: TEACHER PREPARATION - ASSESSMENT REQUIREMENTS

All Columns: This table shows the type of test, if required, that states administer to teachers applying for certification.

TABLE 23: TEACHER PREPARATION - ALTERNATIVE ROUTES

Alternative Certification Routes: indicates whether a state has a program to encourage skilled persons outside of the teaching profession to join the field. Actual requirements vary from state to state.

Supervised Student Teaching: indicates that a state requires a period of supervised student teaching of all persons attempting certification through an alternative route program.

Extended Internship or Induction Period Required: an extended internship or induction period is similar to student teaching but is typically longer in duration. Where student teaching assignments last one semester or quarter, an internship period last up to six months. "Both" indicates that an extended internship period is required of new teachers at the elementary and secondary levels.

Extended Internship or Induction Period Optional: indicates the an extended internship is optional to new elementary or secondary teachers attempting certification through alternative routes.

TABLE 24: STATE ACCOUNTABILITY SYSTEMS - STATE DATA REPORTING

Educational reform in the United States has brought expanded mechanisms for measuring progress and ensuring accountability. This table describes state reporting programs in education and reports participation by states in two national efforts to develop new, state-comparable statistics: one for dropouts and one for student achievement.

The left portion of the table describes state accountability reporting programs, including whether states report a comprehensive set of educational indicators, whether student test scores are related to demographic factors, and whether the state accountability systems relate direct rewards or sanctions to performance.

The right portion of the table lists states participating in efforts by the National Center for Education Statistics to fill important information gaps. One is a pilot test of new methods for counting dropouts--information not currently collected. The second is the Congressionally authorized field trial of state-comparative testing in the National Assessment of Educational Progress (NAEP), being conducted this year in eighth grade mathematics.

EFFECTIVE SCHOOLING PROGRAMS

	Instructional Leadership	Effective Teaching	School Climate
ALABAMA	Program began in 1987. Description: LEAD Project—Administrator training in management and leadership skills. *Estimated Reach*: Potentially 1,800.	Program began in 1978. Description: Assess programs and provide technical assistance to targeted school systems.	No Response.
ALASKA	Program began in 1983. Description: The Principal's Leadership Academy has expanded to the Alaska Staff Development Network. Instructional leadership and school improvement are the focus. It is a collaborative effort with school districts, the Department of Education, and higher education. *Estimated Reach*: 2,000-3,000 teachers/administrators participate in the Summer Institute and related follow-up activities.	Program began in 1981-1989. Description: The Alaska State Writing Consortium, Math Consortium, the Alaska Geographic Alliance, and Minerals and Energy Education all focus on the improvement of classroom instruction and the achievement of students. *Estimated Reach*: Varies according to area.	Program began in 1988. Description: An annual, one week conference is held for school teams to address physical, mental and spiritual health of staff. A variety of agencies and the Department of Education work together to model effective programs and practices. *Estimated Reach*: Teams from 86 school sites.
ARIZONA	Program began in 1989. Description: Arizona Leadership Academy focuses on assisting school-based teams in improving the instructional effectiveness of their schools; deals with management, leadership, and improvement issues. *Estimated Reach*: Forty (40) teams and 200 individuals across the state.	Program began in 1987. Description: (A) Arizona K-3 Teachers Academy; (B) Arizona Teachers Academy for Middle School Mathematics and Science. *Estimated Reach*: 150 participants at each academy.	Program began in 1986. Description: Introduction to classroom management techniques and effective attitudes of teachers and students.
ARKANSAS	Program began in 1986. Description: The Arkansas Principal's Assessment Center was created in 1986 to improve the quality of leadership at the school building level through more objective selection procedures and a clinical approach to professional development.	Program began in 1979. Description: The Program for Effective Teaching is an in-service program that trains teachers how to teach more effectively and trains administrators in classroom observation and supportive supervision. The skills taught are based on Benjamin Bloom's learning taxonomy and theory of mastery learning and on the research done by Madeline Hunter and others on effective teaching.	Program began in 1984. Description: Act 104 of 1983 required the Arkansas Department of Education to develop guidelines for the development of school district discipline policies; required each school district to develop student discipline policies in compliance with such guidelines; required ADE to monitor the implementation of student discipline policies as a part of the accreditation process. All LEAs have student discipline policies on file that meet the intent of Act 104 of 1983.
CALIFORNIA	Program began in 1983. Description: California School Leadership Academies train prospective administrators & superintendents.	Program began in 1983. Description: Mentor Teacher Program: stipends from state to teachers for specific projects. In addition, comprehensive statewide professional development program.	Program start date not reported. Description: Providing safe schools, improving guidance and counseling.

Professionalism and Collegiality	Regular Assessment and Use of Assessment Results	Comprehensive Effective School Program	School Restructuring
No Program	No Response	Program began in 1989. Description: Pilot program in 11 school systems to assist teachers to use observation and assessment data, alter instructional strategies, and use a school-wide support team to maximize student performance. *Estimated Reach:* Limited.	(Initial stages of planning in 1989). Description: The "State Dept. of Education is supporting the Learning Laboratory Initiative, "The Restructuring of America's Schools." This initiative seeks to extend the boundaries of school reform--and our knowledge of it--through a pilot site in the state. Its purpose is to support a school district in implementing innovative approaches that significantly restructure how learning takes place. *Estimated Reach:* The initiative selected as a pilot will affect the school district as well as possibly become a model for school districts across the country.
Program began in 1984. Description: The state curriculum regulations have served as a basis for consistent processes and procedures at the local level. Creative implementation of the regulations resulted in less paper, but improved practices and policies at the local level. The State Curriculum Cabinet brings the presidents of professional associations together on a bi-annual basis.	Program began in 1989. Description: The State Board selected one standardized test that was given to all 4th, 8th, and 9th graders in 1989-90. In addition, a writing assessment was piloted in school districts. The State Board will continue to focus on this area to refine a program of accountability. *Estimated Reach:* All school districts (54).	Program began in 1990. Description: The emphasis is to improve and extend the learning opportunities and achievement of all students. The "effective schooling principles" are part of all programs and practices supported by the Department of Education. *Estimated Reach:* All 54 school districts.	Program began in 1989. Description: A primary restructuring project was initiated with five elementary schools. The intent is to build a coalition among the local community and initiate work on restructuring K-4 primary units. *Estimated Reach:* Initially 5 pilot school sites and communities.
Program began in 1989. Description: Arizona Leadership Academy, Arizona K-3 Teachers Academy, and Arizona Teachers Academy for Math & Sciences. *Estimated Reach:* 300 teachers.	Program began in 1988. Description: "Goals for Education: Excellence" and the Arizona Student Assessment Plan are in the planning stage.	Program began in 1989. Description: Arizona Leadership Academy. *Estimated Reach:* 200.	No Program.
Program began in 1983. Description: Required each school district to file a six-year plan with the Arkansas Department of Education. These plans were developed with the cooperation of school personnel, parents, students, and the community. The plans provide step-by-step process for improving the educational system in each community.	Program began in 1979. Description: Tests all students in grades 4,7, and 10 with Norm Referenced Test (MAT6). Arkansas Minimum Performance Test is used to test all students in grades 3,6, and 8 with a state constructed Criterion Reference Test. *Estimated Reach:* All students in grades listed in all public schools in the state.	Program began in 1984. Description: The Arkansas Effective School Project's development and implementation included but was not limited to: (1) identification of schools; (2) support of the schools so identified to reach model status; (3) use of school as a resource model. The project follows the research on effective schools and is based primarily on the works of Ron Edmonds and others. *Estimated Reach:* The project has aided schools throughout Arkansas and several other states.	Program began in 1988. Description: The Schools for Higher Order Learning program seeks to improve student learning by redesigning the educational system from the schoolhouse to the statehouse. The program's goal is to assist local districts in redesigning and improving their educational programs by reducing state regulations which schools feel present an obstacle to improving student learning. *Estimated Reach:* All schools that apply to the program and meet programmatic guidelines.
Program start date not reported. Description: Curriculum frameworks and guides are produced in each subject area. After each framework is published, the counties and state hold statewide awareness conferences; the counties and state hold one more in-depth conference for teachers and administrators in the particular subject area and a conference designed for administrators responsible for implementing the new curriculum is held. *Estimated Reach:* All 1,018 districts and 58 counties receive frameworks. Attendance at conferences varies by subject area. For example, 3,800 participated in the history-social science conference.	Program began in 1983. Description: The California Assessment Program annually tests all public school students in grades 3, 6, 8, and 12. CAP assesses English-language arts (reading and written expression) and mathematics at grades 3, 6, 8, and 12. It also includes a direct (essay) assessment of writing at grades 8 and 12 and measures achievement in the content areas of history-social science and science at grade 8.	No Response.	No Response.

EFFECTIVE SCHOOLING PROGRAMS

	Instructional Leadership	Effective Teaching	School Climate
COLORADO	Program began in 1987. Description: Establishment of School Effectiveness Unit at the Colorado Department of Education on June 1, 1989. Federal/university funded LEAD project. Strong administrators organization (CASE), which sponsors institutes and seminars. Principals' Center, Metropolitan State College. *Estimated Reach:* All public K-12 schools with approximately 30,000 teachers and administrators.	Program began in 1987. Description: School Effectiveness Unit of CDE to help districts achieve instructional goals. Strong Colorado Association for Supervision and Curriculum Development (CASCD). Services from McREL, TESA and GESA training efforts. *Estimated Reach:* All public K-12 schools with approximately 30,000 teachers and administrators.	Program began in 1985. Description: Materials published to assist districts in assessing needs. School Effectiveness Unit of CDE conducts training. Colorado Association of School Executives conducts training. *Estimated Reach:* All public K-12 schools with approximately 30,000 teachers and administrators.
CONNECTICUT	Program began in 1983. Description: Principals' Academy and summer workshops for teachers / administrators.	Program began in 1984. Description: Summer and Institute workshops on effective teaching.	Program began in 1982. Description: School Climate questionnaire used to determine areas for improvement.
DELAWARE	Programs began in 1979. Description: The state-funded Delaware Principal's Academy (1984) holds programs, workshops, and summer institutes for school administrators. Leadership Education for Administrator Development (LEAD, 1987), a Federally-supported program, in association with the University of Delaware, also provides professional-development opportunities, targeting women and minorities in particular. The program includes non-public school administrators. The Delaware School Improvement Review process (1979), which evaluates each school in the State every 5 years, is aimed at institutional leadership. School leaders are required to receive 90 hours of training over a 5-year period. *Estimated Reach:* 470 Administrators.	Program began in 1986. Description: The Association for Supervision and Curriculum Development (ASCD) program "Effective Teaching Through Higher Achievement" was expanded and presented to all teachers in the state using a turn-key approach. This program is required of all new teachers and specialists. Other efforts include the first statewide Multi-cultural Education al Training Institute focusing on pluralistic curricular goals and the second Delaware Forum on At-Risk Students. *Estimated Reach:* 9400 teachers.	Program began in 1986. Description: Workshops offered by the Department of Public Instruction (DPI) and the Delaware Teacher Center address the issue of school climate. The program standards of the Delaware School Improvement Review Process also focus on this topic. *Estimated Reach:* 1,250 teachers per year.
DISTRICT OF COLUMBIA	Program began in 1984. Description: The Principals' Center, organized as a school improvement project, provides opportunities to refine supervisory and management skills, explore alternative methodology, increase professional collegiality and expand professionally. The LEAD Program is designed to identify potential leaders, assess and train administrative interns, provide support to new appointees and experienced school-based administrators. *Estimated Reach:* Administrators and selected teachers.	Program began in 1984. Description: Under the auspices of the Division of Staff Development, a wide array of courses on effective teaching are offered to teachers during the school year and summer. The Teacher Center also offers a variety of courses aimed at enhancing teachers' skills and enriching their pedagogical repertoire. Academic Learning Time is designed to improve time on task and classroom management skills. *Estimated Reach:* Secondary teachers, administrators and supervisors.	Program began in 1986. Description: On-site assessment process examines schools on whether there is a safe and orderly environment, maintenance of the physical plant, mutual respect in work relations, and whether high expectations are being communicated to staff, students, and parents. *Estimated Reach:* All schools.

Professionalism and Collegiality	Regular Assessment and Use of Assessment Results	Comprehensive Effective School Program	School Restructuring
Program began in 1984. Description: Teachers serve on building, district and state accountability teams to set goals. Ten statewide task forces established, 1984-87 for curricular planning. These committees include teachers, administrators, parents and business/industry persons, totaling over 350 people. *Estimated Reach*: All public K-12 schools with approximately 30,000 teachers and administrators.	Program start date not reported. Description: State Board of Education annual Status Report giving educational overview to the public. Under new accreditation rules, each building and district will report on the status and progress on attendance, graduation rate and academic achievement. *Estimated Reach*: All public K-12 schools with approximately 30,000 teachers and administrators.	Program start date not reported. Description: School Effectiveness Unit will encourage and teach some combined elements. Governor's Educational Creativity Initiative offers $5,000 to 30 schools who initiate school/community combined elements of school effectiveness. *Estimated Reach*: All public K-12 schools with approximately 30,000 teachers and administrators.	Program start date not reported. Description: Pilot programs at some schools. Governor's Educational Creativity Initiative offers $5,000 grants to schools who initiate school/community combined elements of school effectiveness. Options for organizations established in state to assist in restructuring. *Estimated Reach*: All public K-12 schools with approximately 30,000 teachers and administrators.
Program began in 1982. Description: School Climate questionnaire used to determine areas for improvement.	Program began in 1985. Description: Statewide Assessment Program. Annual workshops for teachers and curricular coordinators, principals, and test directors.	Program began in 1982. Description: Not Provided.	No Response.
Program began in 1984. Description: Preparation for and follow-up to the Delaware School Improvement Review Process entails consensual goal setting, curriculum development, classroom management, nurturing, etc. The Re: Learning Project (see below), a pilot project concerned with school restructuring, encourages interdisciplinary teaming and teaching, enhanced professionalism, and a collaborative management environment. *Estimated Reach*: 1,500 per year.	Program began in 1984. Description: The Delaware Educational Assessment Program conducts statewide standardized testing in Grades 3, 8, and 11. Results are used to diagnose strengths and weaknesses at the individual, school, and district levels, and to develop district plans to remedy identified weaknesses. Workshops and courses in the use and interpretation of assessment data are offered by DEP, the Delaware Teacher Center, and The Principal's Academy. Teachers' use of assessment data is a specific category on the Delaware Performance Appraisal System. *Estimated Reach*: 8400 teachers, 470 administrators.	Program began in 1979. Description: The Delaware Performance Appraisal System and the ASCD "Effective Teaching" Program (1980) are linked in a comprehensive system designed to identify areas of need and to provide constructive training support for teachers, specialists, and administrators. Funds for mentoring projects have been approved for next year. Other relevant programs include: Delaware School Improvement Review Process (1979); Delaware Principals' Academy (1984); DEP Workshops. *Estimated Reach*: 8400 teachers, 470 administrators.	Program began in 1988. Description: The Re: Learning Project, a program for innovation in teaching and learning based on the Common Principles of the Coalition of Essential Schools, was implemented in 4 schools. The program is expanding to include 10 schools in 1989-90. Central concepts of this program include teacher empowerment, site-based management, and personalized instruction. *Estimated Reach*: 146 teachers, 8 administrators.
Program began in 1985. Description: The Secondary School Improvement Process emphasizes the need to improve staff, students, and parents in development, implementation and evaluation of school improvement plans. Accomplished through on-going training of local school staff. *Estimated Reach*: All schools.	Program began in 1985. Description: The On-Site Assessment process uses a set of Effective Schools correlates to determine the strengths and weaknesses of local schools. Assessment results are given to school principals and Improvement Teams as part of the data base used for developing school improvement. There are four major components in the assessment program. Data from the criterion-referenced testing (1970) at the elementary grades are used to monitor student and school level progress on specific objectives and to evaluate the curriculum; the secondary program for life skills (1982) is used for assignment of students to the life skills course, while the end-of-course examinations (1987) are used in connection with the promotional policy established at the secondary level; and the norm-referenced testing across levels is used as a system, school and student indicator of academic progress. Reports are prepared for these functions. *Estimated Reach*: All schools.	Program began in 1985. Description: School Improvement was begun in 1985 with emphasis on Senior High Schools. Junior High Schools were added in 1986. The initial focus was on process. Content will be the focus in 1987-88. *Estimated Reach*: All schools.	Program began in 1988. Description: School-based management program was initiated. Selected schools will begin full implementation of the "pilot program" in School Year 1989-90. All schools to begin some components. *Estimated Reach*: Eventually all schools.

EFFECTIVE SCHOOLING PROGRAMS

	Instructional Leadership	Effective Teaching	School Climate
DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS	Program began in 1985. Description: Assessment center (NASSP model) evaluates prospective administrators and prescribes training. Systematic participation in project principals' conferences in all regions. All educational administrators are receiving training in supervising instruction. *Estimated Reach:* All educational administrators.	Program began in 1986. Description: Staff development program for all teachers and administrators emphasizing broad repertoire of teaching skills and observation of instruction. *Estimated Reach:* All teachers over a 4-year period will receive the system-wide staff development, "Understanding Teaching."	Program began in 1976. Description: Ongoing efforts as reviewed by the regional accreditation agency which cites school climates not conducive to learning and schools not assessing their climates and sharing results with staff. *Estimated Reach:* All 269 schools are accredited or reviewed every 5 years by the North Central Association of Colleges and Schools, a regional accrediting agency.
FLORIDA	Program began in 1985. Description: Leadership training and competency-based certification for school principals.	Program start date not reported. Description: Instructional strategies training for regular and exceptional education teachers based on research from University of Kansas.	Program start date not reported. Description: School based management projects funded for 2-3 years to assist with the planning, development, and implementation of school based management.
GEORGIA	Program began in 1986. Description: Regional and statewide programs focusing on time management, effective communication skills, effective instructional strategies, and team building strategies. *Estimated Reach:* 2,500 school leaders.	Program began in 1969. Description: Legislatively mandated uniform statewide performance evaluation program for administrators and teachers. Personnel are provided on-going performance feedback during the school year. Professional development plans are constructed for those who have identified needs. *Estimated Reach:* 65,000 teachers, 2,500 administrators.	Program began in 1986. Description: Regional workshops focusing on climate, student discipline, and positive classroom management techniques. *Estimated Reach:* 500 school leaders.
HAWAII	Program began in 1984. Description: Federal/university funded LEAD project provides professional development for administrators. Hawaii's Department of Education School Administrator Training Program recruits, selects, and trains prospective school administrators. Administrator Evaluation Program for all educational officers emphasizes instructional leadership. School Administrator Recruitment Selection and Appointment Program highlights instructional leadership in the selection criteria. *Estimated Reach:* 500 school administrators.	Program began in 1983. Description: Increased State funding has expanded teacher in-service and professional development programs. More emphasis has been placed on teachers determining, planning, and designing training programs to meet their needs. The Program for the Assessment of Teaching in Hawaii (PATH) provides statewide teacher evaluation. Personnel policies include a profile of an effective teacher.	Program began in 1985. Description: Schools administer the School Climate Assessment Scale adopted from the CFK Ltd. School Climate Profile on an optional basis. Another school climate survey that better meets the needs of schools and districts is under way. Statewide implementation of the selected school climate survey is scheduled for 1990 and will be incorporated into a statewide Educational Assessment and Accountability System. *Estimated Reach:* Statewide.
IDAHO	Program began in 1980. Description: The Elementary Approval Process recommends that every school conduct a thorough evaluation every seven years. The evaluation instrument was designed using Effective School criteria. The secondary schools are evaluated on a ten year cycle (required). *Estimated Reach:* All Elementary and All Secondary Schools.	Program began in 1986. Description: TESA training is available to districts upon request. Full programs have been completed in several districts; shortened workshops were provided others.	Program began in 1974. Description: Idaho schools are required to have written discipline codes. *Estimated Reach:* All Schools.

Professionalism and Collegiality	Regular Assessment and Use of Assessment Results	Comprehensive Effective School Program	School Restructuring
Program began in 1976. Description: Teachers assume major roles as trainers in the system-wide staff development program. Teacher and administrator organization representatives meet regularly with chief officer of the system. Teachers review materials, texts, and curriculum in a seven-year cycle. *Estimated Reach:* All educators.	Program began in 1978. Description: Standardized tests (currently CTBS) used at alternate grade levels to identify program needs. Regional evaluation specialists personally visit schools to assist with analysis; all results reported annually to Congress; all results used as part of school improvement programs. *Estimated Reach:* All eligible students, all educators.	Program began in 1989. Description: The system management improvement plan encompasses the staff development program for both teachers and administrators, trainer and other leadership opportunities for teachers, and a system of public parent forums in all districts and regions to improve communication in the 19 countries served worldwide. *Estimated Reach:* All educators.	Program began in 1988. Description: The inclusion of teachers in decision making about the hiring of new teachers from the United States, the development of an advisory role for parents and teachers in all principal and superintendent hires, and the extensive training of principals in Germany on site-based management in cooperation with ASCD. *Estimated Reach:* All 269 school principals, 19 district superintendents, and 5 regional directors who report to the Director, DoDDS.
Program start date not reported. Description: School based management projects funded for 2-3 years to assist with the planning, development, and implementation of school based management.	Program began in 1976. Description: Statewide assessment program generates both data and training materials on using test results.	Program start date not reported. Description: In 1989 summer team training for selected elementary schools will be provided.	No Response.
Program began in 1989. Description: During the second cycle of state strategic planning (FY89), the state strategic planning leadership team identified "supporting teacher professionalism" as one of two major areas of focus. The leadership team has identified more than thirty state-level current, planned, and suggested activities to address teacher professionalism by enhancing professional discretion, improving the work climate, and conducting fact finding. *Estimated Reach:* Each teacher can be impacted by one or more activities since these are state-level efforts.	Program began in 1986. Description: Non-referenced testing in grades 2, 4, 7, 9; criteria-referenced testing in grades 1, 3, 6, 8, 10. Tests used to identify students for remedial education students in grades 2-5. Remediation required for students who fail the Basic Skills Test. State standards require systems to utilize test results for instructional planning.	Program began in 1988. Description: In May 1987, the State Board of Education adopted standards as Phase I in a comprehensive evaluation system to measure the effectiveness of every educational program and service in grades K-12. Schools and systems which do not meet every standard are required to submit corrective action plans for remediating deficiencies. The Quality Core Curriculum (QCC) is a set of objectives which local Boards of Education are required by the Quality Basic Education Law to adopt. The QCC is the basis for local instructional programs.	Program began in 1988. Description: During FY89 an applied strategic planning process was piloted in six local school systems. Applied strategic planning is a proactive process designed to help an organization shape its future. The process includes team building, strategic management and organizational effectiveness. *Estimated Reach:* During FY90 strategic planning will be implemented in four Regional Education Service Agencies and approximately 29 local school systems.
Program began in 1984. Description: All schools required to involve staff and school community in budget preparation and school improvement planning. State Superintendent sets direction to expand business-education-military partnerships. Funding for 30 schools has been provided to initiate School/Community-Based Management.	Program began in 1963. Description: Statewide Testing Program includes Stanford Achievement Test (grades 3, 6, 8, and 10); the Hawaii State Test of Essential Competencies (a minimum competencies test and a graduation requirement); criterion-referenced Competency Based Measures (grades 3 and 10) indexed to statewide curriculum framework, the Hawaii Foundation Program). *Estimated Reach:* Statewide.	Program began in 1982. Description: All school administrators are required to develop and implement annual School Improvement Plans focused on research-based characteristics of effective schools. Recent efforts in effective schooling practices include School-Business Partnerships, Parent-Community Networking Centers, Learning Centers Program and Elementary and Secondary Schools Recognition Program. A School Status and Improvement Report is issued by every school.	Program began in 1989. Description: State Legislature passed enabling legislation providing School/Community-Based Management for all schools. *Estimated Reach:* Statewide.
Program began in 1984. Description: The state administrator's organization has an active leadership program that stresses professionalism and collegiality.	Program began in 1984. Description: 6th and 8th grades are tested with ITBS-Form G, Levels 12 & 14; 11th grade tested with TAP-Form G, Level 17. Direct writing assessment in grades 8 and 11. *Estimated Reach:* All public schools and is offered to private schools.	Program began in 1986. Description: The Elementary approval process mandates an annual district professional development plan. Schools are encouraged to implement a school improvement plan using the correlates as described in effective schools research. These plans require comprehensive long-range planning in each district. Secondary schools go through a similar process. *Estimated Reach:* All schools.	Program will begin in 1990. Description: Portions of the FY90 Appropriation for public schools were dedicated to specific program improvements including drop-out prevention, implementation of career-ladder or merit pay plans and implementation of a mentor program. *Estimated Reach:* All school districts.

EFFECTIVE SCHOOLING PROGRAMS

	Instructional Leadership	Effective Teaching	School Climate
ILLINOIS	Program began in 1986. Description: The Illinois Administrators' Academy, delivered via 18 Service Centers located throughout the state, provides comprehensive instructional leadership training through use of four progressively intense training strands.	Program began in 1988. Description: The Administrators' Academy provides over 90 training modules on effective teaching practices and/or methods of evaluating and enhancing these practices.	Program began in 1988. Description: A service of the Clinical Strand of the Administrators' Academy is to provide objective analysis of school climate by a trained analyst. Analysis is followed by development and implementation of a plan to improve or enhance climate.
INDIANA	Program began in 1985. Description: Indiana Principal Leadership Academy - Two year leadership program; 18 days for practicing principals. "Neophyte" programs for new principals. *Estimated Reach*: 300 active participants, 200 graduates.	Program began in 1985. Description: Teacher Quality Projects--professional development activities for teachers funded to schools on a competitive basis. *Estimated Reach*: 12,000 teachers.	Program began in 1988. Description: As part of our new performance-based accreditation program, schools will be required to complete a school improvement plan. School climate is one of ten areas to be addressed. Piloted in 100 schools during the 1987-88 school year. Begun in 1988-89. *Estimated Reach*: 360 schools; additional 310 in 1989-90.
IOWA	Program began in 1987. Description: Continuing education including clinical supervision required for all administrators; LEAD project coordinating multi-instruction development efforts; State Department of Education initiating leadership development effort. *Estimated Reach*: Re-certification programs reach all administrators.	Program began in 1988. Description: $92 million Educational Excellence program aimed at promoting classroom excellence through minimum salary levels, encouraging retention of experienced teachers, and $12 million specifically earmarked for special teacher development projects and for performance-based pay. *Estimated Reach*: 95% of all classroom teachers.	Program began in 1989. Description: Implementation of a new process for accreditating schools that emphasizes second aspects of the learning environment including a greater emphasis on equity issues. *Estimated Reach*: All Iowa school districts.
KANSAS	Program began in 1988. Description: Programs sponsored through LEAD grant and through professional organizations on topics related to instructional leadership. *Estimated Reach*: 1/4 of practicing administrators.	Programs are ongoing. Description: Staff present or arrange for presentations on a variety of topics related to effective teaching, some subject-area related and others more generic. *Estimated Reach*: 1/8 of practicing teachers.	Programs are ongoing. Description: School climate is defined broadly to include school efforts at enhancing student self-esteem, holding high expectations, etc. Programs for teachers and administrators have been conducted. *Estimated Reach*: 1/8 of practicing teachers and administrators.
KENTUCKY	Program began in 1985. Description: Principals, counselors and directors required to obtain 42 hours of leadership training every 2 years. School Board members also required to obtain training based on length of service each year. *Estimated Reach*: Statewide.	Program began in 1988. Description: Developed and utilized curriculum audit technique to "meet this need." *Estimated Reach*: Selected districts in need of assistance.	Program began in 1985. Description: Statewide model discipline code disseminated. All districts must adopt it or a similar code and disseminate to all students. *Estimated Reach*: Statewide.

Professionalism and Collegiality	Regular Assessment and Use of Assessment Results	Comprehensive Effective School Program	School Restructuring
Program began in 1987. Description: Each of the 18 Centers responsible for delivery of the Administrators' Academy services has collaborated with an advisory committee of education professionals to deliver training of leadership teams and other collegial planning techniques.	Program began in 1987. Description: Illinois school districts are required by law to develop Learning Assessment Plans annually assess student progress, develop School Improvement Plans, and report student progress to the public.	Program began in 1985. Description: In 1985, the Illinois legislature passed and the State Board of Education began implementing a comprehensive education reform package which created 18 Educational Service Centers which deliver a wide range of staff development and support services, including the Illinois Administrators' Academy.	Program began in 1989. Description: Illinois Network of Accelerated Schools: Consists of 25 elementary schools from all over the state, supporting programs and ideas which serve at risk students. The State Board of Education, the 18 Educational Service Centers, and the accelerated schools are linked in a partnership to serve at-risk students. Network schools operate on the principles of: school-based governance, goals (school vision), pupil and school assessment, nutrition and health, curriculum, instructional strategies, community resources, parental participation/training, and extended daily session. *Estimated Reach:* 10,813 students.
Program began in 1985. Description: Pilot programs in collaborative decision making, mentoring, peer review.	Program began in 1987. Description: Statewide testing program (ISTEP) in second year. Workshops and booklets were used to assist schools in interpreting results. This is also one area schools may address in their School Improvement Plan. *Estimated Reach:* All public and certified private schools.	Program began in 1988. Performance-based accreditation requires schools to conduct an extensive School Improvement Plan based on 10 correlate areas of effective schools research. *Estimated Reach:* 360 schools; additional 310 in 1989-90.	Program began in 1984. Description: The goal of the Indiana School Curriculum Improvement Program is to assure that all parties having interest or responsibility in public education enter into a cooperative decision making dialogue that results in continuing curriculum renewal, instructional development and school improvement in keeping with the present and future needs of our students. *Estimated Reach:* 16 model site districts with 27 additional districts in the network.
Program began in 1989. Description: Implementation of new accreditation standards require districts to engage in collaborating long range planning, establish comprehensive procedures for curriculum and staff development. *Estimated Reach:* All Iowa school districts.	Program began in 1989. Description: New accreditation standards and current legislation require comprehensive needs assessment process and specifically require reporting of student outcomes in nine performance areas. *Estimated Reach:* All Iowa school districts.	Program began in 1989. Description: New accreditation standards and the $92 million Educational Excellence program both are focused on comprehensive school improvement. The State Department of Education is focusing more on school improvement than on meeting "minimum standards."	Program began in 1989. Description: The Educational Excellence program allocates $42 million annually to fund special teacher projects including teachers who accept additional leadership responsibility or who are involved in training or development projects. The local allocation of these funds is collaboratively planned.
Programs are ongoing. Description: Staff work in general ways to promote collaboration. It usually does not extend so far as site-based management. *Estimated Reach:* 1/16 of practicing educators.	No Program.	No Program (will begin more comprehensive effort during 1989-90).	Program began in 1988. Description: Legislature funded four school pilot sites. *Estimated Reach:* 4 schools.
No Program.	Program began in 1978. Description: Not provided. *Estimated Reach:* Statewide in grades K, 1, 2, 3, 5, 7, 10.	Program began in 1984. Description: Management, curriculum, technical, school improvement and strategic-planning assistance required for deficient districts and available on request for all districts. *Estimated Reach:* Specified districts.	No Program. Description: Although no state sponsored program is underway, individual districts/schools have flexibility to use the "experimental program" mechanism of the State Board to obtain approval to experiment with restructuring concepts e.g. 7-period school days. Considerable site-based autonomy is possible if local districts so desire and delegate accordingly.

EFFECTIVE SCHOOLING PROGRAMS

	Instructional Leadership	Effective Teaching	School Climate
LOUISIANA	Program began in 1987-88. Description: Louisiana began implementation of an Administrative Leadership Academy through which programs in instructional leadership are offered. *Estimated Reach*: Academy programs are offered to public school superintendents, certified central office staff, principals and assistant principals. All are required to participate over a five-year period.	No Program.	Program start date not reported. Description: Through the Bureau of Student Services, the Department sponsors training in the "school team approach." This training addresses teacher expectations and school discipline. *Estimated Reach*: Training is offered to all school districts.
MAINE	Program began in 1989. Description: Instructional leadership is one standard in the proposed alternative accreditation package. Schools will follow a self-study-visit approach. *Estimated Reach*: Eighteen high schools are scheduled for the 1989-90 school year.	No Program.	Program began in 1989. Description: School climate is one standard in the proposed alternative accreditation package. Schools will follow a self-study-visit approach. *Estimated Reach*: 18 high schools are scheduled for the 1989-90 school year.
MARYLAND	Program began in 1981. Description: Required Curricular Goals. *Estimated Reach*: All schools.	No Response.	No Response.
MASSACHUSETTS	Program began in 1985. Description: The Commonwealth Leadership Academy offers training for supervising personnel that includes year-long leadership institutes with residential components, a leadership seminar series, fellowships, and opportunities to participate in peer-assisted leadership and business sponsored training programs.	Program began in 1979. Description: Massachusetts has regulations for districts to carry out annual evaluation of non-tenured staff and biannual evaluation of tenured staff. Department of Education also conducts ongoing curriculum seminars at its 6 regional offices. Regional centers conduct ongoing conferences and seminars on effective teaching. Funds are available through the Commonwealth In-service Institute for School-based staff development programs.	Program began in 1985. Description: Schools are required to submit student handbooks to monitor discipline policies, and conduct ongoing seminars at regional education centers. Board of Education has approved a position paper on "Educating the Whole Student." A Dropout Prevention handbook has been developed.

Professionalism and Collegiality	Regular Assessment and Use of Assessment Results	Comprehensive Effective School Program	School Restructuring
Program began in 1988-89. Description: The Model Career Options Program is being developed to complement the Teacher Evaluation Program. Allowing school systems to recruit teachers evaluated as superior to assist in such activities while maintaining classroom duties. Program is planned to be implemented in 1990-91 school year, concurrent with the Teacher Evaluation System.	Program began in 1987-88. Description: LEAP (Louisiana Educational Assessment Program) includes criterion referenced testing and norm referenced testing, including a graduation test being implemented for students graduating in 1991. Use of assessment results will be accentuated with the implementation of school Progress Profiles. *Estimated Reach:* CRT testing is administered at grades 3,5,7, 10, and 11. NRT Testing is administered at grades 4,6, and 9.	Program began in 1988-89. Description: Louisiana is developing school, district, and state Progress Profiles to begin reporting on the 1989-90 school year. Indicators are planned to include student outcomes, demographics, other student data, input measures, school process measures, and optional indicators. A School Incentives Program is being designed to recognize and reward improvement. *Estimated Reach:* All public schools, LEAs, and the state will be involved in this program.	No Program.
Program began in 1986. Description: School Improvement Plans are required of all schools every 5 years. Each plan must address professional development and use a collaborative process. *Estimated Reach:* All school units.	Program began in 1985. Description: The Maine Educational Assessment, in addition to 12 regional test interpretation workshops, conducts approximately 100 workshops in local districts on interpreting and using test results for program improvement. In a recent survey, 75% of elementary principals report that the Maine Education Agency has had "a great deal" or "some" impact on their school's curriculum. *Estimated Reach:* Approximately 600 administrators and teachers attend the regional workshops; in addition, countless other educators are involved in workshops conducted by MEA personnel in their local schools. (All school units)	Program began in 1986. Description: School Improvement Plans are required of all schools. Each plan must address leadership, curriculum, instruction, staff development, and facilities. In addition, a 3-year restructuring schools project will seek out and support ten schools that are willing to rethink and fundamentally transform the way they structure learning environments for their students. *Estimated Reach:* School Improvement Plans involve all school units. Restructuring project will involve 10 elementary, middle and high schools across the state.	Program began in 1988. Description: Maine's Restructuring Schools Project seeks to develop a variety of successfully redesigned schools which meet the needs of the entire student population equitably as well as to identify processes to use for redesigning schools. Inventive grants were awarded to ten schools as a result of a competitive RFP process. *Estimated Reach:* 10 schools.
No Response.	Program start date not reported. Description: Competency testing graduation requirement. Norm referenced tests in grades 3, 5, and 8. *Estimated Reach:* All schools.	Program began in 1980. Description: Academies for Principals; In-service for Instructional Coordinators. *Estimated Reach:* 150 Principals annually; all Instructional Coordinators semi-annually.	Program began in 1985. Description: High School and Middle Learning Years Commission Reports and Recommendations. *Estimated Reach:* Eventually all schools K-12.
Program began in 1985. Description: School systems designate "Horace Mann" teachers who are paid for performing additional duties within their schools or districts. The program's purpose is to provide financial incentives to qualified teachers to encourage the use of valuable teaching resources in such areas as curriculum development and teacher training. The Lucretia Crocker Fellowship Program recognizes teachers who have developed exemplary programs and supports the statewide adoption of these programs. A program is considered exemplary if it advances academic and creative achievement, creates a better school climate, expands services to students, or provides an alternative learning environment. Teachers who are chosen to be Fellows spend a year working with the Department of Education to replicate their programs in school districts across the state.	Program began in 1985. Description: Assessment and Basic Skills Testing: Basic Skills administered annually in grades 3, 6 and 9 to identify students needing remedial instruction in math, reading, and writing. Assessment tests are administered every 2 years in grades 4, 8 and 12 to assess effectiveness of curriculum and instruction in math, science, reading, and social studies. Also, conduct an annual assessment of individual school and district policies, procedures, programs, student demographic and attendance data.	Program start date not reported. Description: School systems are encouraged to integrate the various resources available through the Department to develop comprehensive approaches to school reform.	Program began in 1988. Description: Carnegie School Program: grants to schools to plan and develop innovative organizational and management systems at school building level in order to improve students' learning and empower public school professionals.

EFFECTIVE SCHOOLING PROGRAMS

	Instructional Leadership	Effective Teaching	School Climate
MICHIGAN	No Response.	Program start date not reported. Description: Non-competitive state funds are available for district-wide training of teachers and administrators in the following areas: teacher expectations, effective instruction, assertive discipline, instructional theory and practice, and cooperative learning. Cooperative state funds are used by districts for retraining and updating teachers in the most recent content area instructional strategies. State funds are used also for training student teachers to assist them in teaching culturally diverse classrooms. Workshops in learning styles, cooperative learning, instructional strategies, and classroom management are offered for this group.	No Response.
MINNESOTA	Program began in 1987. Description: Minnesota Educational Effectiveness Administrative Training Program - As part of the comprehensive Minnesota Educational Effectiveness Program, this two-year, 15-day training program will promote skill acquisition in ten competency areas designed to support organizational planning, staff development, program development and assessment of productivity. A cadre of fifteen has been trained and will begin training other principals and central office staff in the fall of 1988. The Minnesota Administrator's Academy was created to meet the professional development needs of administrators through assessment of needs for an individual professional improvement plan, availability of current research and data, and a electronic network to identify resources and services.	Program began in 1983. Description: The Minnesota Educational Effectiveness Program has identified six characteristics which describe effective instruction. These include: (1) Effective management strategies that communicate the seriousness and purposefulness with which the school takes its task are demonstrated in the classroom and school; (2) High expectations and positive interpersonal relationships for all students are exhibited and communicated; (3) Flexible grouping patterns based on student needs are exhibited in the school and classroom; (4) Instructional preparation takes into account student needs, learning styles, and available resources; (5) Effective models of teaching are employed to increase academic learning time and student achievement; and (6) Assessment, monitoring, and appropriate feedback is provided. The research which supports these characteristics is utilized by staff in 430 buildings from across the state to assess present practices, identify improvement goals, and develop and implement action plans which will meet those goals.	Program began in 1983. Description: The school has a climate which supports its goals and expectations" is one of the fifteen characteristics identified by the Minnesota Educational Effectiveness Program as being present in effective schools. As a foundation to any improvement activities, participating schools are directed to assess the extent to which the climate in their building provides both a satisfying and a productive environment for teaching and learning. "Strategies for team building, decision-making, conflict management, and program planning are part of the curriculum for the program.
MISSISSIPPI	Program began in 1978. Description: Statewide "Instructional Management" program requires strong instructional leadership at both the building level and district level. Reinforced in 1985 with the establishment of the School Executive Management Institute, a program for providing management and leadership training for administrators.	Program began in 1983. Description: Through the State Education Reform Act of 1982, major emphasis has been placed on the concepts and constructs of "Effective Teaching" through major state programs such as performance-based accreditation, staff development, and personnel appraisal. A series of videotape programs on effective teaching was developed under a state grant and disseminated to all school districts to use with teachers as needed in staff development.	Program began in 1984. Description: Three major programs focused on "School Climate" at the state level: performance-based accreditation, staff development and the School Executive Management Institute.

Professionalism and Collegiality	Regular Assessment and Use of Assessment Results	Comprehensive Effective School Program	School Restructuring
No Response	Program began in 1970. Description: State assessment program in grades 4-7 and 10 in Reading, Mathematics, and Science. All pupils tested. Reports based on the criteria referenced tests at individual pupil level, parent report, and group reports for school, building, and state level. *Estimated Reach:* All schools and districts involved. Several workshops for teachers, principals, etc., on test interpretation and strategies to develop curriculum and pupil instruction strategies.	Program began in 1989-90. Description: State School Aid Act provides $2,225,000 for all schools in Michigan to develop and implement long range, 3 to 5 year school improvement plans. Approximately $640 per school is available and may be used to adopt the effective school program elements. An additional $150,000 was appropriated to begin to establish regional technical assistance centers through the ISD structure. *Estimated Reach:* Most local school districts and intermediate school districts will be affected by this money.	Program began in 1989. Description: The State School Aid Act appropriated $2,000,000 in funds for pilot school level redesign/restructuring projects. Up to $90,000 is available to individual schools to design, plan, and implement restructuring projects that will improve student outcomes. Grants were made available on a competitive basis. An individual grant of $100,000 was also awarded to one ISD for a technical assistance center to assist with evaluating these pilot projects. *Estimated Reach:* In the first year of funding, 39 grant awards were made reaching 75 schools in the state. A statewide conference will be held in March 1990 and again in November 1990 to bring together pilot schools and others interested in restructuring.
Program began in 1985. Description: Collaborative planning and collegial relationships are exhibited among staff and administration at the building level" is one of the fifteen characteristics identified by the Minnesota Educational Effectiveness Program as being present in effective schools. Staff in the 506 participating schools determine the extent to which this characteristic reflects the belief system within the school, to what extent it is practiced, and develop action plans to reduce the discrepancy between value and practice. The Teacher Assistance Through Mentorship Program is designed to assure that highly capable individuals are attracted to and retained in the teaching profession. Competitive grants are being awarded to schools to encourage the exploration of a variety of models for mentoring teachers.	Program start date not reported. Description: The state assessment measures essential learner outcomes in math, reading, science, social studies, writing, language skills, visual arts, music and health. Local districts use tests for improvement of curriculum of instruction. *Estimated Reach:* All districts in the state.	Program start date not reported. Description: The Minnesota Educational Effectiveness Program is a school-based improvement program funded in part by the State Legislature and supported by District funds. Beginning with a pilot year which involved 26 schools, the program has expanded by approximately 100 new schools a year to reach a present level of involvement of 506 schools. Each project involves an entire school staff who operate with an understanding of and commitment to change over the long term. Innovations being implemented are therefore becoming part of established practice in the target schools. To support these efforts, a facilitator to help schools implement change is located in each region of the state. Persons who deliver this assistance are not consultants but rather enablers and trainers. Each region has an Advisory Council with representatives from each site in the region, and a Statewide Advisory Committee is represented by persons from each region. In addition, two major statewide conferences are held each year, and conference content is based on assessed needs.	Program development began in 1990. Description: An Office of Educational Improvement has been funded by the 1989 legislative session. Policies and guidelines are now in the process of development. Ten 'restructuring' sites will be selected. *Estimated Reach:* 10 sites.
Program began in 1978. Description: Collegiality is a cornerstone of the statewide staff development program and has been the major emphasis of the ten-year Instructional Management Program.	Program began in 1978. Description: The Instructional Management program has been based upon the assessment of learner outcomes and using the results for instructional program improvement. Performance-Based Accreditation is based upon assessment of outcome measures and results are used for school improvement.	Program began in 1982. Description: The Mississippi Education Reform Act is predicated upon encompassing the effective school correlates into all aspects of the educational environment.	No Response.

EFFECTIVE SCHOOLING PROGRAMS

	Instructional Leadership	Effective Teaching	School Climate
MISSOURI	Program began in 1986. Description: Since 1986, the Leadership Academy has conducted 14 workshops on Instructional Leadership as part of the Effective Schools Series. The topic is covered in depth, and administrators make an action plan of how they will implement what they have earned. *Estimated Reach:* Approximately 80% of all principals in Missouri have attended Effective Schools Workshops.	Program began in 1985. Description: An emphasis of learner outcome based instruction using, primarily, mastery learning and cooperative learning processes has been emphasized by the Department with unusually high achievement gains.	Program began in 1986. Description: 12 workshops have been offered by the Leadership Academy on a "Safe, Orderly, Positive Climate". As in other Effective Schools Workshops, administrators make an action plan of how they will implement what they have learned. *Estimated Reach:* Approximately 80% of all principals in Missouri have attended Effective Schools Workshops.
MONTANA	Program began in 1989. Description: The Montana School Accreditation Standards, adopted by the Montana Board of Public Education, list duties of the building administrators which include specific reference to effective schooling research findings. *Estimated Reach:* Applies to all school districts.	No Program.	Program began in 1989. Description: The accreditation standards specify that the district's board of trustees will establish conditions that contribute to positive school climate. The standards also specify that teachers will be involved in the promotion of a school climate that enhances learning, achievement, and well-being. *Estimated Reach:* Applies to all public schools.
NEBRASKA	Program began in 1987. Description: The Federal LEAD project provides professional development for administrators. *Estimated Reach:* Statewide opportunity for participation is provided.	Program began in 1987. Description: Programs on effective teaching strategies are available from a variety of state and local agencies. *Estimated Reach:* Statewide.	No Response.
NEVADA	Program began in 1985. Description: Through the Nevada School Improvement Project, principals are involved in goal setting and development of strategies for more effective schools. The process includes attention to the role of the principal as instructional leader. The state's school administrators are also involved in Project LEAD. *Estimated Reach:* 25% of the state's schools involved.	Program began in 1982. Description: Individual districts develop and maintain Professional Development Centers (PDCs) or other staff development programs. The programs are including time on task, classroom management and critical thinking/higher level thinking skills. *Estimated Reach:* Three-fourth's of the 17 districts and 50% of the teachers in the state.	Program began in 1985. Description: The Nevada School Improvement Project works with teachers and school administrators. A major focus is school learning climate with emphasis on providing optimal opportunities for all students to learn. *Estimated Reach:* 25% of the state's schools involved.
NEW HAMPSHIRE	Program began in 1985. Principals Academy operated by Administrators Association.	Program start date not reported. Description: Profiling effectiveness in special education. Comprehensive literacy and dropout prevention. State task force on children at-risk. State task force on vocational education access and opportunities for all students.	No Response.

Professionalism and Collegiality	Regular Assessment and Use of Assessment Results	Comprehensive Effective School Program	School Restructuring
Program began in 1985 Description: Some 300 pilot target subject area teachers were brought together in four subject area groups to describe essential learner outcomes for higher learning levels in reading, language arts, math, science, and social studies. After learner outcomes were identified, criterion-referenced test items were developed to assess student performance.	Program began in 1987 Description: Excellence in Education Act of 1985 requires all school districts to periodically test their students on the Missouri Key Skills. They are required to use the results to monitor student progress and identify areas for instruction improvement. Both the testing and assessment and curriculum services conduct workshops throughout Missouri yearly.	Program began in 1986 Description: Forty (40) workshops concerning the Effective Schools research have been offered by the Leadership Academy. Each workshop covered correlates, an effective school and had follow-up activities for participants to implement what they had learned. *Estimated Reach:* Approximately 40% of all principals in Missouri have attended Effective Schools Workshops.	Program began in 1988 Description: Piloting of the Accelerated Schools Model in 8 public schools in Missouri using the model developed by Dr. Henry Levin--emphasizing the empowerment of teachers, school site autonomy in decision making, especially as it relates to instruction. *Estimated Reach:* Piloting in 8 schools in Missouri.
Program began in 1989 Description: The accreditation standards specify that each school district provide for certified staff a minimum of three days of professional development annually. A district advisory committee must be set up to be responsible for the professional development plan; a majority of the committee must be teachers. *Estimated Reach:* Applies to all public school districts.	Program began in 1990 Description: The accreditation standards require assessment of learner goals for each subject area for which curriculum is plan- (required in all subject areas 1990-2000). The district administrator will collect and summarize the data at the district-wide level. *Estimated Reach:* Applies to all public school districts.	Program began in 1990 Description: The redesign of accreditation standards in 1990 incorporated effective school research and studies into more comprehensive processes, goals and standards. *Estimated Reach:* Applies to all public school districts.	Program began in 1990 Description: The accreditation standards are designed to encourage some school restructuring. The standards encourage the establishment of middle school programs and encourage programs that develop cross-content and thinking skills. *Estimated Reach:* Applies to all public schools.
Program began in 1987 Description: A variety of programs offered by state and local agencies aimed at collaborative curriculum planning efforts. *Estimated Reach:* Statewide.	No Program.	Program began in 1986 Description: An effective school program is being implemented by Nebraska's regional support system. *Estimated Reach:* Statewide options.	No Program.
Program began in 1985 Description: The Nevada School Improvement Project provides the opportunities for collaborative goal setting, curriculum planning and development of complementary activities by the teaching staff. *Estimated Reach:* 25% of the state's schools involved.	Program began in 1985 Description: The Nevada School Improvement Project includes and analyzes of student achievement which provides a process for monitoring student progress in relation to expectations and the information necessary for tailoring instruction to student needs. *Estimated Reach:* 25% of the state's schools involved.	Program began in 1985 Description: The Nevada School Improvement Project is a voluntary program for all schools, public and private. The project assists schools in assessing needs in the areas of school learning climate, instructional leadership, expectations of students and staff, school mission and goals, monitoring progress and home-school/community relations. From the needs assessment, school goals are determined and activities addressing the goals are implemented. *Estimated Reach:* 25% of the state's schools involved.	Program began in 1985 Description: The Nevada School Improvement Project is an active program that encourages schools to change decision-making and program management structures. The professional role of teachers is expanded through shared decision-making and participatory management. *Estimated Reach:* 25%
No Response.	Program began in 1985 Description: State testing program and California Achievement Tests.	Program began in 1986 Description: Effective school project. Classroom initiatives.	No Response.

EFFECTIVE SCHOOLING PROGRAMS

	Instructional Leadership	Effective Teaching	School Climate
NEW JERSEY	Program began in 1988. Description: (1) New Jersey's plan to enhance cooperative relationships in school districts-The Cooperative Relationships Project (CRP). The department applied for and received a grant from the National Governor's Association to identify principals' attitudes toward teacher participation and empowerment and to assist principals to implement school level problem solving committees in the 9 pilot CRP districts. (2) In three-year cycles, first the Effective Schools Program and now the City Schools of Excellence Program provide seminars and workshops designed to assist principals to implement school improvement plans developed by building-level collaborative teams. *Estimated Reach*: (1) 49 principals in 9 pilot districts; 9 Chief School Administrators. Dissemination of results of NGA study to all principals in state. (2) 17 principals in the first round, approximately 14,000 students (1986-89); 50 principals and approximately 26,000 student in the second round (1989-92).	Program began in 1984. Description: The department's Academy For the Achievement of Teaching and Management offers a wide range of training programs to develop and enhance the skills of classroom teachers and principals. Programs include Instructional Theory Into Practice, Advanced ITIP, Classroom Management K-12 Learning Styles/Teaching Approaches. The Department has also developed a series of teacher training institutes centered around the skills assessed by the state testing program. Four levels of institutes have been developed: primary (grades K-3), elementary (grades 4-6), and two secondary (grades 7-9 and 9-12). *Estimated Reach*: All districts in state (1986). To date, 274 districts (5,662 educators) have participated.	Program began in 1984. Description: (1) The Academy for the Advancement of Teaching and Management staff development /training programs. Classroom Management K-6, 7-12. Grant Program to reduce student disruption in schools (1986) to assist LEAs to develop alternative school programs for chronically disruptive students; continuing "on-site" assistance from department staff to identify areas in need of improvement such as dropout rate reduction, improved attendance and reduced rates of violence. (2) In three-year cycles, first the Effective Schools Program and now the City Schools of Excellence Program provide grants and technical assistance to cross-role school teams as they write improvement plans encompassing six areas, one of which is climate. *Estimated Reach*: Project pilot districts; all 566 districts regarding department's monitoring process. (2) 17 principals in the first round, approximately 14,000 students (1986-89); 50 principals and approximately 26,000 student in the second round (1989-92).
NEW MEXICO	Program began in 1981. Description: Staff Accountability Project includes plans for administrative staff development. Summer Leadership Institutes are being provided by the State Department of Education for state educators.	Program began in 1981. Description: Targets generic teaching skills to be displayed by all classroom teachers.	Program start date not reported. Description: Part of essential teaching and administrator competencies.
NEW YORK	Program began in 1984. Description: Twelve Principal Academies focus on instructional leadership, effective schools, and school improvement.	Program began in 1986. Description: Effective Classroom Management, a ten-unit, three-day program for teachers and administrators.	Program began in 1987. Description: Statewide conferences address topic of school climate, instrumentation, practices, and programs.
NORTH CAROLINA	Program began in 1984. Description: Seminars (10-15 hours each) focusing on principal's role in setting instructional goals, curriculum development, feedback to staff and in-service based on staff needs. *Estimated Reach*: Approximately 30 participants each in 20 seminars.	Program began in 1985. Description: Thirty hour "Effective Teaching Training Program" on instructional presentation, feedback, lesson planning and evaluation. *Estimated Reach*: Approximately 25,000 teachers and administrators.	Program began in 1983. Description: This is now a part of the Instructional Leadership program. *Estimated Reach*: Approximately 30 participants each in 20 seminars.
NORTH DAKOTA	Program began in 1987. Description: Leadership in Educational Administration Development (LEAD). *Estimated Reach*: (open to all school Administrators - approximately 50% of administrators).	No Response.	No Response.
OHIO	Program began in 1982. Description: OASIS was begun in 1982 as a 5-day training program for administrators on school leadership.	Program began in 1987. Description: Entry year programs, statewide, are designed to serve the needs of first year teachers.	Program began in 1981. Description: School climate is part of the comprehensive schools' effort.

Professionalism and Collegiality	Regular Assessment and Use of Assessment Results	Comprehensive Effective School Program	School Restructuring
Program began in 1986. Description: (1) Cooperative Relationships Project (CRP). This initiative is designed to change schools by increasing teachers empowerment in decision making, to help teachers, administrators and board members to work collaboratively for changing working and learning conditions. (2) In three-year cycles, first the Effective Schools Program and now the City Schools of Excellence Program provide grants and technical assistance to cross-role school teams as they write improvement plans encompassing six areas, one of which is climate. *Estimated Reach*: (1) 9 pilot districts - 2,400 teachers, 22,500 students. (2) 17 principals in the first round, approximately 14,100 students (1986-89); 50 principals and approximately 26,000 student in the second round (1989-92).	Program start date not reported. Description: All public school students must pass the High School Proficiency Test (HSPT) as one of the requirements for a high school diploma. The HSPT includes reading, mathematics, and a writing section and is administered in grade 9. In addition, districts must administer a commercial standardized test from an approved list in grades 3-8, and 10 and 11. The HSPT and commercial tests are used for placement of students in compensatory educational programs and monitoring of school districts by the Department of Education. *Estimated Reach*: All public school students.	Program began in 1986. Description: In 3-year cycles, grants and technical assistance are provided to individual schools to bring about improvement through broad-based team planning. Teams use effective schools research to focus change efforts. *Estimated Reach*: Seventeen schools in 1st round (1986-89), which is approximately 14,100 students; 50 schools in 2nd round (1989-1992 which is approximately 26,000 students.	Program began in 1987. Description: New Jersey's Plan To Enhance Cooperative Relationships In School Districts-The Cooperative Relationships Project (CRP). This project began at district level in 9 pilot districts and is now moving to 49 school sites. Each site will form a problem-solving committee (teachers, principal, support staff) which will be trained to identify and solve problems through a consensus model and school site management. *Estimated Reach*: Nine pilot districts, 49 schools, 2,400 teachers, and 22,500 students.
Program start date not reported. Description: Covered by the essential teaching and administrator competencies.	Program start date not reported. Description: Statewide testing system has been expanded, "customized" to access New Mexico competencies.	Program began in 1989. Description: Development of an Effective Schools Unit within the State Department will result in targeted technical assistance in this area to participating school districts.	Program began in 1988. Description: New Mexico is participating in the RE:Learning project which examines the usefulness of current organizational structures and functions and making changes as needed. A statewide support structure exists which includes a steering committee and a membership group that represents participating school districts, institutions, and the private sector.
Program began in 1986. Description: Conferences on participative decision making, collaboration and collegiality operated statewide.	Program began in 1986. Description: Statewide testing program reported to districts and public each fall. Statewide conferences on use of results.	Program began in 1985. Description: Conferences, material, and technical assistance operated for all schools in the state.	No Response.
Program began in 1987. Description: Development of collegial groups based on the model from IDEA. *Estimated Reach*: Twenty on-going groups with 10 per group. Sixty projected for 1989-90 school year.	Program began in 1978. Description: Statewide testing program and use of results. This includes testing using standardized tests in grades three, six and nine, and end-of-course high school testing. *Estimated Reach*: Approximately 1.5 million students per year.	Program began in 1985. Description: This is a school-based program which involves the entire school. Each school staff is involved in approximately 7.5 days of training throughout the school year. *Estimated Reach*: Fifteen school districts participated in 1987-88 and 25 school districts are involved in 1989-90.	Program began in 1989. Description: The School Improvement and Accountability Act of 1989 (North Carolina) allows local decision making flexibility to improve student performance. The guidelines are now being developed for the program which will go into effect in 1990-91. *Estimated Reach*: Approximately 100 of the 134 LEAs have expressed interest in the program.
No Response.	Program began in 1980. Description: State School Improvement Process--Assessment of total school program by staff, administrators, students, parents. Findings of assessment and school improvement plans are validated by outside team. Final product is the school improvement plan. *Estimated Reach*: 80% of schools.	No Response.	Program began in 1989. Description: School district reorganization planning and incentive pupil payment legislation to encourage larger administrative units. *Estimated Reach*: Statewide.
Program began in 1979. Description: Teacher Development Program (1979) supports in-service training as does the Ohio Building Leadership Model (1982) which is intended to foster collegial decision making within school buildings.	Program began in 1984. Description: Competence-Based Education requires student performance standards and intervention based on needs determined by testing.	Program began in 1982. Description: OASIS is a 5-day statewide principal's academy, now in its 7th year. It is designed for principals. There is also a statewide mentor teacher program which is mandated by law. *Estimated Reach*: 80% of all districts.	Program began in 1986. Description: A State Board of Education initiative known as Classroom of the Future is focusing on restructuring to allow teaching teams to work with students over time and to strengthen the vitality of the teaching life. *Estimated Reach*: 7 Pilot sites initially.

EFFECTIVE SCHOOLING PROGRAMS

	Instructional Leadership	Effective Teaching	School Climate
OKLAHOMA	Program began in 1985. Description: State mandated criteria for Effective Administrative Performance with two-day training sessions conducted in 1986 for all administrators in state. Training is on-going and is conducted at intervals throughout the year for new administrators. Oklahoma State Board has mandated 11-day training for all first-year superintendents in Oklahoma.	Program began in 1985. Description: State mandated criteria for Effective Teaching Performance training provided by local school administrators and by State Department of Education personnel upon request.	Program began in 1982. Description: An assessment of all school facilities in Oklahoma was conducted and a master plan for improvement presented to Oklahoma State Board in 1987.
OREGON	Program began in 1983. Description: Follows a process developed by NASSP for instructional leadership of school administrators. School administrators participate in eight days of professional development during the year-long program. *Estimated Reach*: Approximately 27% of Oregon administrators participated in 1988-89.	Program began in 1987. Description: Beginning teacher support program provides mentor for beginning teacher during the first year. Activities of mentor-protege team include observation, coaching, instructional planning, and information sharing. *Estimated Reach*: Program reached approximately 80% of the 1988-89 beginning teachers. Those not served by the sate program are served by local programs in many cases.	No Program.
PENNSYLVANIA	Program began in 1987. Description: The Pennsylvania Principals' Academy for Instructional Leadership provides week-long training sessions with two 2-day follow-up sessions for participating school principals. Curriculum is designed to improve management and instructional leadership qualities. *Estimated Reach*: 500 principals have participated.	Program began in 1983. Description: Pennsylvania Teacher Induction Program requires that each school district prepare an induction plan for new teachers and for teachers new to the district. Induction plans focus upon teaching strategies, curricular issues, classroom management, and specific district policies and routines. *Estimated Reach*: 100%.	No Program.
PUERTO RICO	Program began in 1987. Description: The School Directors Academy has been organized to improve management conditions and schools effectiveness. *Estimated Reach*: 1,256 school directors.	Program began in 1985. Description: In-service training for new teachers in our new training center. Mini grants program for teachers is in the process of implementation. *Estimated Reach*: 1,102 school directors or teachers.	Program began in 1985. Description: A school Safety Guard Corps has been organized for school safety and protection of life and property. *Estimated Reach*: 300 secondary schools and 56 elementary schools.
RHODE ISLAND	Program began in 1984. Description: The Rhode Island Educational Leadership Academy Sponsored several training sessions for school principals. *Estimated Reach*: 10%-15%.	Program began in 1984. Description: Several school districts offered workshops for staff members on Clinical supervision, instructional methodologies, and other techniques. *Estimated Reach*: 5% - 10%.	Program began in 1984. Description: Schools continue to use school climate surveys to assess local needs and to design appropriate training programs in response. *Estimated Reach*: 25%.

Professionalism and Collegiality	Regular Assessment and Use of Assessment Results	Comprehensive Effective School Program	School Restructuring
Program began in 1982. Description: All state mandated performance criteria have components of training to enhance collegiality. Staff development required by state law requires mutual decisions by teachers and administrators.	Program began in 1985. Description: State mandated norm referenced testing for all students grades 3, 7, and 10. Writing assessment mandated for grade 10 in 1987, grade 7, 1988, and grade 3, 1989. State mandated testing in content area for all entry level teachers and administrators before certification is issued.	Program began in 1981. Description: Oklahoma is addressing every characteristic of Effective Schools as defined in research. All school improvement programs implemented since 1980 have used the research as a basis for development.	No Response.
Program began in 1988. Description: School improvement and professional development program supports school-based management of improvement guided by site committees composed of teachers, administrators and community members. *Estimated Reach*: 86 schools are participating in the 1989-90 school year (representing approximately 10% of teachers in the state).	Program began in 1980. Description: Assessment results used to monitor curriculum goals and student instructional decisions. *Estimated Reach*: State administrative rules related to assessment and evaluation apply to all public school K-12.	Program began in 1984. Description: Oregon Action Plan for Excellence, adopted by State Board of Education, resulted in statewide common curriculum goals, increased graduation requirements, strengthened state testing program, school profiles, and increased state monitoring of school district compliance with administrative rules. *Estimated Reach*: Program reaches 100% of K-12 schools.	Program began in 1988. Description: (1) School Improvement and Professional Development Program is designed to promote school-based management and increase teachers' influence in school improvement decisions. (2) The 21st Century Schools Program, enacted by the 1989 legislature, promotes restructuring through school improvement plans which include the modification of waiver of state statutes, administrative rules, and district rules or agreements. *Estimated Reach*: (1) 86 schools in 1989-90 (approximately 10% of teachers in the state). (2) unknown at present; schools will apply in spring 1989.
Program began in 1988. Description: A Lead Teacher Program was established with state funding of 65 district-level programs and 7 Regional Lead Teacher Training Centers. The program encourages teachers-helping-teachers and the development of school management teams in which teachers assist in curricular and staff development decision making. *Estimated Reach*: 250 school districts, 2,000 teachers are involved.	Program began in 1970. Description: Statewide assessment program currently tests reading and mathematics at grades 3, 5 and 8. Past and future assessments incorporate evaluations of the state's 12 goals of quality education. Current reading and mathematics testing may be extended to grades 2-10 in the near future. *Estimated Reach*: 100%	No Program.	Program began in 1989. Description: The Education Commission of the States (ECS) has teamed with the Coalition of Essential Schools at Brown University to develop procedures for states to become RE Learning states. RE Learning being the overall commitment necessary to accommodate restructuring for educational reform in secondary schools via implementation of the ECS principles. Thirteen Pennsylvania school districts have, to date, indicated an interest in the initiative, and 8 of those 13 have committed themselves to a year of planning. Pennsylvania has recently become the sixth RE Learning state. *Estimated Reach*: Unknown until implementation year.
Program began in 1964. Description: Each local district has a supervisory and curriculum council to advise and set goals on the basis of information about pupil performance and other related variables. *Estimated Reach*: 2,000 CES members.	Program began in 1964. Description: Each local district has a supervisory and curriculum council that provides regular assessment in the areas of testing, pupil performance and curriculum development. *Estimated Reach*: 2,000 CSC members.	Program began in 1987. Description: The School Directors Academy is geared to pursue the improvement of all the elements described above. *Estimated Reach*: 1,256 directors.	No Response.
No Program.	Program began in 1986. Description: Students in grades 3, 6, 8 and 10 are tested in basic skills, health education and physical fitness. Students in grades 3 and 6 are also tested in writing. Workshops on a use of results for individual assessment and program development are held. *Estimated Reach*: 100% in grades 3, 6, 8 and 10.	No Program.	Program began in 1987. Description: School Site Management: 14 projects and 1 statewide conference. Governor's Schools: Planning for pilot project to restructure a school to meet the needs of at-risk youth. Coalition of Essential Schools, supporting exploration of concepts by 5-7 schools. *Estimated Reach*: Varies.

EFFECTIVE SCHOOLING PROGRAMS

	Instructional Leadership	Effective Teaching	School Climate
SOUTH CAROLINA	Program began in 1981. Description: The South Carolina Department of Education initiated the Administrators' Leadership Academy in 1981 to provide training programs to school administrators to enhance instructional leadership and management skills. All superintendents and principals are required to attend at least one seminar every two years. Additional programs designed to develop instructional leadership include the Springfield Simulation, the New Principals' Academy, the Superintendency Internship Program, the Principal Apprenticeship Program, and Leader 1 2 3. The Education Improvement Act of 1984 required that all candidates for principal be evaluated by the South Carolina Assessment Center. In the 1987-88 school year, the Division of Public Accountability implemented a new evaluation system statewide and piloted a principal incentive program in twenty-seven of the state's ninety-two school districts. The Academy collaborates with business and industry, colleges and universities, educational consortia, and administrators associations in developing and implementing training programs to improve leadership skills. *Estimated Reach:* Leadership Academy programs are fully implemented and approximately 50% of the target audience participate each year.	Program began in 1981. Description: A program was begun in 1984 involving the use of instructional skills by teachers and the improvement of those skills through clinical supervision. *Estimated Reach:* 20,847 of 38,132 by June, 1989.	Program began in 1981. Description: (A) Training sessions on student discipline, school climate, student motivation, and high expectations are addressed in Leadership Academy training programs. These topics are also included among the nineteen staff development programs offered to teachers. (B) In addition, districts are required by state law and State Board of Education regulations to develop discipline policies, minimize classroom interruptions, and meet grade requirements for participation in extracurricular activities. *Estimated Reach:* (A) Approximately 2-3% annually. (B) All students, schools and districts.
SOUTH DAKOTA	Program began in 1987-88. Description: Project LEAD provides on-going training opportunities to administrators in communication and supervision. *Estimated Reach:* 50% of school administrators have participated in one or more offerings.	Programs began in 1987-88 (elective) and 1988-89 (by invitation). Description: South Dakota has two school improvement projects - one elective and one by invitation only. Both offer extensive training to building-level teams on all correlates. *Estimated Reach:* Twenty-five percent of local schools in two programs combined.	Programs began in 1987-88 (elective), and 1988-89 (by invitation). Description: South Dakota has two school improvement projects - one elective and one by invitation only. Both offer extensive training to building-level teams on all correlates. *Estimated Reach:* Twenty-five percent of local schools in two programs combined.
TENNESSEE	Program began in 1984. Description: The Tennessee Academy for School Leaders (TASL) (1985) includes programs emphasizing the importance of and ways to offer strong instructional leadership in each of its institutes. Positive Attitudes in Tennessee Schools (PATS) (1986) is a five-year program aimed at improving instruction through the raising of teacher and student self esteem, positive attitudes, raising expectations of teachers and students, and creating and maintaining a positive and supportive classroom climate. Principals are key members of school site teams in monitoring, creating, and maintaining positive and educational climate. Administrator's Academy -TASL- Effective Schools research. *Estimated Reach:* Five-year goals will include access to all 140 systems with a possible student reach of 150-200,000; 6,500 teachers; and 3,500 Principals, Assistant Principals, supervisors, and Superintendents.	Programs began in 1985. Description: The Tennessee Academy for School Leaders (TASL) (1985) works with administration to help them improve evaluation skills for improving instruction. Talents Unlimited (1986), a nationally validated divergent thinking model, has been offered for three years to classroom teachers. This summer we have trained state trainers-of-trainers in this NDN program. By offering divergent thinking skills instruction, teachers can expect higher achievement of students. Also: Skills Enhancement Professional Development workshops for teachers, librarians and counselors. Tennessee Institutional Model (TIM) (1985) - based on Madeline Hunter's model and direct teaching tactics. *Estimated Reach:* 3,500 and up to 30,000 teachers (estimate).	Programs began in 1985. Description: The Tennessee Academy for School Leaders (TASL) (1985) offers sessions on improving school climate. AEL/SDE Sponsored Regional Workshops for school administrators in 'School Climate' were conducted. Training included steps by which a school could assess its climate and establish a systematic plan to improve the climate within a school. This is also one component of the PATS Program. *Estimated Reach:* Five-year goals: 200,000 students, 6,500 teachers / administrators.

Professionalism and Collegiality	Regular Assessment and Use of Assessment Results	Comprehensive Effective School Program	School Restructuring
Program began in 1981. Description: The Leadership Academy conducted a principals' forum to provide input for principals on state educational policy development. The School Improvement Section conducts a forum for South Carolina Teacher-of-the-Year to disseminate information from the state level and to receive input from the teacher on these issues: staff development, at-risk youth, and shared decision making. *Estimated Reach*: 40 Principals. Description: Additionally, staff development for all staff is required by law, and state funds are provided.	Program began in 1981. Description: The Leadership Academy offers training programs on understanding and using criterion and norm-referenced tests. *Estimated Reach*: Approximately 350.	Program began in 1987. Description: Effective Schools Training is designed to give school administrators, teachers, and district staff the knowledge and skills to use the effective schools research to implement in their schools to achieve effectiveness and move toward excellence. *Estimated Reach*: Ten districts were involved in 1986-87, eleven in 1987-88, and thirteen in 1988-89. Ten districts are scheduled for 1989-90. In 1988-89, EST reached 3,884 teachers. The anticipated "teacher reach" for 1989-90 is 4,200.	Program began in 1989. Description: New legislation, Target 2000, enacted in 1989 addresses the need for more involvement by parents and teachers in efforts related to school-based improvement. School Improvement Councils have been required by law since 1979; however, new emphasis has been placed on the role of councils. The South Carolina Administrators' Leadership Academy has scheduled four seminars during 1989-90 for principals. This training will include strategic planning, creation of a vision for the school, and collaborative problem solving and decision making. *Estimated Reach*: 200 principals.
Programs began in 1987-88 (elective) and 1988-89 (by invitation). Description: South Dakota has two school improvement projects - one elective and one by invitation only. Both offer extensive training to building level teams on all correlates. *Estimated Reach*: Twenty-five percent of local schools in two programs combined.	Programs began in 1987-88 (elective) and 1988-89 (by invitation). Description: South Dakota has two school improvement projects - one elective and one by invitation only. Both offer extensive training to building level teams on all correlates. *Estimated Reach*: Twenty-five percent of local schools in two programs combined.	Programs began in 1987-88 (elective) and 1988-89 (by invitation). Description: South Dakota has two school improvement projects - one elective and one by invitation only. Both offer extensive training to building level teams on all correlates. *Estimated Reach*: Twenty-five percent of local schools in two programs combined.	No Program.
Programs began in 1985. Description: The Tennessee Academy for School Leaders (TASL) (1985) offers administrators opportunities to interact with other administrators to build networks aimed at problem solving. Teachers Study Council (1987) Emerging Trends Conferences offer classroom teachers the opportunity to share information at regional workshops. Current information regarding Professional trends and State-of-the-Art programs are presented by skilled and recognized leaders in designated fields. "Teachers Study Council" goals include curriculum planning, goal-setting, and networking. Council membership is representative of all Tennessee teachers. *Estimated Reach*: 2,500.	Program began in 1986. Description: The Tennessee Executive Development Program for Public School Leaders (1986) has brought in practitioners to share workable practices for use of test results for instructional improvement. *Estimated Reach*: All school systems.	Program began in 1985. Description: The Tennessee Academy for School Leaders (TASL) and Tennessee Executive Development Program (1985) both work to expose Tennessee Leadership to the most current theory and practice of effective schooling through institutes offered throughout the year. Professional Development Academies for Teachers (1985) were begun in 1985. (Governors Academy for Teachers of Writing have continued with additional Academies having been added. The Academy for Teachers of Foreign Languages. Future projection for Professional Development include a Creative Teaching Academy. Additionally, Teacher Mini-Grants have been instituted for outstanding curriculum/instruction were awarded in 1988). *Estimated Reach*: Academies: 1,500; Mini-Grants: 50.	Program began in 1988. Description: Experimental/Innovative School Projects (1988) are approved by the commissioner of Education which will allow local systems to implement a new or different approach to address an existing problem or concern. Teachers Study Council focuses on curriculum issues and developmental activities related to: Teacher Support Teams, Middle Schools, Vocational Teachers, Teacher Expectations, Mathematics. Governor's A+ Award Program (1989) has been established to recognize communities that have demonstrated an exceptional commitment to providing quality education. The A+ Award process is designed to join families, community leaders, business and other interested citizens in partnerships with educators and administrators in support of effective schools. Recipients of the A+ Award will be recognized by the governor's office with the presentation of a trophy and road sign for the city or county limits which lets Tennesseans know that education is extremely important to the people of the community. School systems that are honored with this award will be considered for exemption of certain state regulations in an effort to encourage creative and innovative ideas in school restructuring.

EFFECTIVE SCHOOLING PROGRAMS

	Instructional Leadership	Effective Teaching	School Climate
TEXAS	Program began in 1988. Description: The LEAD project and Regional Educational Service Centers have designed programs which complement the State Board of Education approved management curriculum. All administrators will receive training based on individual growth plans. Development addressing Effective School Correlates will continue through the Texas School Improvement Initiative.	Program began in 1988. Description: A teaming coaching program is being piloted aimed at forming collegial teams of central office personnel, campus principal, and select staff for the purpose of enhancing teaching for learning. Emphasis focuses on enabling teachers to make collaborative decisions about teaching and learning.	Program began in 1987. Description: Each school district must adopt and implement a discipline management program which must be approved by the local school board. State policy addresses conditions under which students may be removed from class, sent to alternative settings, or expelled.
UTAH	Program began in 1984. Description: Approximately 50 school level administrators are selected each year and they participate in an extensive series of workshops, labs, mentoring, etc. designed to improve leadership performance.	Program began in 1983. Description: In-service program on effective school practices. All school districts are involved in a state funded outcome based distributional model which supports and compliments the direction of the State Core Curriculum.	Program began in 1978. Description: A progr n focusing on discipline and classroom instruction has been an ongoing practice since 1978. Assertive Discipline Program or similar type program have been implemented in every district.
VERMONT	Program began in 1988. Description: Leadership monitoring programs, particularly for new principals.	No Response.	Program began in 1984. Description: Part of school improvement program.
VIRGIN ISLANDS	Program began in 1987. Description: Development and dissemination of a principal's handbook of standard operating procedures for day-to-day school based operations within the St. Thomas/St. John district.	No Response.	Program began in 1985. Description: None provided.
VIRGINIA	Program began in 1982. Description: Week-long institutes in which principals are trained to develop and supervise an effective teaching model with their staff. Recent institutes have included teachers and supervisors as part of an instructional team. A workshop is being planned for vocational directors to introduce strategies to strengthen basic skills and a summary of strategies will be sent to superintendents and principals to introduce this initiative in Virginia. *Estimated Reach:* Training: 75% of the districts; 20% of all school divisions are evaluated each year. All secondary principals, vocational directors, and school superintendents.	Program began in 1982. Description: An effective teaching model which incorporates much of the Madeline Hunter model has been used for training principals and teachers in summer institutes and in staff development activities provided to local divisions. *Estimated Reach:* All teachers.	Program began in 1983. Description: Assistance is provided localities to improve school-based delinquency prevention strategies. The goal is for schools to realize a reduction in dropouts, suspensions, disciplinary actions, absenteeism, and vandalism, among others (1980). Staff works with teacher education institutions to provide classroom/lab management courses for all new teachers within first two years of employment. In-service workshops with topics which include humor in the workplace as well as a humanistic approach to teaching, and time and classroom management. *Estimated Reach:* All vocational teachers.
WASHINGTON	No Program.	No Program.	No Program.

Professionalism and Collegiality	Regular Assessment and Use of Assessment Results	Comprehensive Effective School Program	School Restructuring
Program began in 1987. Description: The Administrator/teacher teaming/coaching initiative emphasizes a bottom-up philosophy enabling the campus-based teacher to serve as an equal collegial partner. Campus consortiums are formed to assess, analyze, and recommend solutions to needs identified.	Program began in 1985. Description: State policy requires school district to use the results of the statewide basic skills test to design and implement appropriate compensatory or remedial instruction for students who do not demonstrate mastery on the statewide basis skills test.	Program began in 1988. Description: Texas School Improvement Initiative focuses on correlates of effective schools research. Participants trained in materials of Academy for effective Schools Research and strategies for implementation of research correlates.	Program began in 1988. Description: The Texas School Improvement Initiative program actively promotes site-based management. Schools are offered options based on their individual needs.
Program began in 1984. Description: Utah's Career Ladder System calls for and provides fiscal resources to pay for instruction/curriculum development, planning, in-service, etc.	Program began in 1983. Description: Utah's move toward an outcome based instruction model has facilitated the shift toward more assessment followed by tailored instruction for students. A major 4-year effort is underway to develop a state assessment program which assesses outcomes outlined in the State Core Curriculum for each subject area and each grade level.	Program began in 1985. Description: Utah has all of the program elements but they are not packaged in a single comprehensive piece of legislation or program activity.	No Response.
Program began in 1984. Description: Annual assessment of school climate now required in State School Approved Standards.	Program began in 1975. Description: Competency assessment locally designed; addresses 86 competency statements.	Program began in 1984. Description: Public School Approval; school improvement program. Utilizes peer review based on state standards.	No Response.
Program start date not reported. Description: Staff development committee composed of school administrators and Superintendent's office staff for preparation of in-service activities/professional growth-sharing during monthly principals' meeting. *Estimated Reach*: All school administrators in the district.	Program began in 1985, and 1987. Description: Monthly report assessment of school volunteer services program. Standardized testing initiated Spring 1987. Metropolitan Achievement Test 6. (Grades 3, 5, 7, 9, 11).	Program began in 1988. Description: 'Quality Indicators' will be used to determine effectiveness in schools. Program is finalized and will be put into effect in 1989-90 School Year. *Estimated Reach*: All schools in the territory.	Program began in 1988. Description: One of the major initiatives of the commissioner of education's School Reform Program is creating school site autonomy in the Virgin Islands schools. This has been created by the following methods: 1. Allocation of funds on the District level to be dispersed to the schools. 2. School Based Management Teams. *Estimated Reach*: All schools in the Virgin Islands School system.
Program began in 1984. Description: Formative evaluation component of teacher evaluation instrument provides for "off-year" collegial assessment to improve teaching practices. Teleconference and teacher training workshops are produced two afternoons each week via the Electronic Classroom and the Department of Information Technology's Teleconference Center by Department of Education directors and supervisors in cooperation with the Division of Media and Technology. *Estimated Reach*: Community college staff, professional associations, and teachers.	Program began in 1984. Description: At present the Virginia State Assessment Program uses the tests from the Riverside Basic Skills Assessment Program, standardized in 1984-85. All students in grade 3 are administered the Cognitive Abilities Tests in the fall of the year. In the spring, all students in grades 4 and 8 take the Iowa Tests of Basic Skills and all students in grade 11 take the Tests of Achievement and Proficiency. Workshops are conducted annually for local vocational education administrators and site coordinators related to analyzing and interpreting assessment results for use in the secondary school evaluation process. *Estimated Reach*: Twenty percent of the school divisions are included in this process. Approximately 75-100 people receive training each year.	Program began in 1983. Description: The program first started by taking existing research on effective schools and worked with some school divisions to develop plans for putting the research findings into practice. Summer institutes for teachers, principals, and supervisors and in-service training have addressed instructional leadership and effective teaching.	No Program.
No Program.	Program start date not reported. Description: Every student tested in grades 4, 8, and 10. Assessment program also includes collection and analysis of student demographic, career, and school experience information. (Annual interpretation workshops provided.) *Estimated Reach*: Personnel in the 9 region service centers and 296 school districts.	No Program.	Program began in 1988-89. Description: Schools for the 21st Century. The program will enable educators and parents of selected schools or school districts to restructure certain school operations and to develop model school programs which will improve student performance. *Estimated Reach*: Twenty-one project sites consisting of nine elementary, one middle school, five high schools, four school districts, and two others.

EFFECTIVE SCHOOLING PROGRAMS

	Instructional Leadership	Effective Teaching	School Climate
WEST VIRGINIA	Program began in 1984. Description: West Virginia Principals Academy: This 17-day residential program provides in-depth professional development on the effective schools and school improvement. The principals make a three-year commitment to develop and implement a three-year plan designed to improve the quality and equity of student achievement. Other activities include the Special Education Directors Academy, the Vocational Administrators Academy, Project LEAD, and the Principal Assessment Center. *Estimated Reach:* 80% of principals.	Program began in 1986. Description: West Virginia Teachers Academy: As a result of the success of the Principals Academy, a statewide Teachers Academy was begun in 1986. This Academy focuses on the elements of effective teaching as identified by Stallings, Rosenshine, and Hunter. Each participant completes a personal improvement plan as a result of the Academy experience. *Estimated Reach:* 2% of principals.	Program began in 1984. Description: West Virginia Principals Academy: This 17-day residential program provides in-depth professional development on the effective schools and school improvement. The principals make a three-year commitment to develop and implement a three-year plan designed to improve the quality and equity of student achievement. As a result of the success of the Principal Academy, a statewide Teachers' Academy was started in 1986. Each participant completes a personal improvement plan as a result of the Academy experience. *Estimated Reach:* 40% of principals, 2% of teachers.
WISCONSIN	Program began in 1983, 1987 and 1988. Description: (1) Assessment Center (2) Administrator Academy - LEAD Program (1987). (3) State Standards on licensure, staff development, and personnel evaluation. *Estimated Reach:* (1) 55 districts, 72 participants (1987-88); (2) 25 superintendents and 50 principals; (3) 430 districts.	Program began in 1973 / 1988. Description: "Opportunity to Learn" and "High Pupil Expectations" - State standards on: Kindergarten, days and hours of instruction, regular instruction, children at risk, and high school graduation requirements. *Estimated Reach:* 430 districts.	Program began in 1973 / 1988. Description: "School Climate" - State standards for: emergency nursing services, and safe and healthful facilities. *Estimated Reach:* 430 districts.
WYOMING	No Response.	No Program.	No Program.

Professionalism and Collegiality	Regular Assessment and Use of Assessment Results	Comprehensive Effective School Program	School Restructuring
Program began in 1988. Description: School Teams: In June 1988, legislation was enacted which required school teams, composed of the principal, council and three teachers in grades K-4. The teams establish programs and methods to implement curriculum based on the state approved learning outcomes with a focus on basic skills. *Estimated Reach*: School teams must be established in each school with grades K-4. Implementation will involve 100% of all schools with those grades.	Program began in 1988. Description: WV-STEP: In June 1988 legislation established a statewide assessment (WV-STEP) with two components: a criterion-referenced assessment program for grades one through eight and an evaluation model for children in kindergarten, first and second grades. The criterion-referenced test results will be used as the primary component of a promotion standard. School-wide results from the test will be used by impaired schools. The accreditation program then conducts random on-site reviews, statuses are given, and improvement plans must be written. The school-wide test results and accreditation statuses will be reported in the individual school report cards prepared by the State Department of Education. *Estimated Reach*: All schools with grades K-8. School Accreditation: All districts over a four-year period.	Program began in 1984. Description: Both the West Virginia Principals' Academy and the Effective Schools Program provide a comprehensive approach to the implementation of the effective schools concept. Five years of work have gone into the development of the materials and training modules related to these programs.	Program began in 1988. Description: School Teams: In June 1988, legislation was enacted which required school teams, composed of the principal, council and three teachers in grades K-4. The teams establish programs and methods to implement curriculum based on the state approved learning outcomes with a focus on basic skills. *Estimated Reach*: School teams must be established in each school with grades K-4. Implementation will involve 100% of all schools with those grades. Description: School Advisory Councils: June 1988 legislation required school advisory councils be established at the discretion of the school principal or upon petition by 20 percent of the school community. The councils are composed of the principal, teachers, a service person, parents, and two at-large members who reside in school attendance area. The councils propose alternatives to the operation of the school to meet the state board's high quality standards, to increase administrative efficiency, to enhance the delivery of instructional programs, to promote community involvement or to improve the educational performance of the school. *Estimated Reach*: Establishment of the councils is voluntary, but it is expected that most schools will establish councils.
Programs began in 1973 and 1988. Description: "Clear School Mission" and "Parent and Community Relationships" State standards for: library-media, health, physical education, art, music, and gifted and talented. *Estimated Reach*: 430 districts.	Programs began in 1976 and 1988. Description: (1) Competency-based testing: The Department of Public Instruction has developed objective-referenced tests (2) state standards "Monitoring Pupil Progress" for remedial reading, guidance and counseling, third grade reading test, and achievement tests. *Estimated Reach*: 430 districts.	Program began in 1988. Description: Principals academy is centered on giving principals the knowledge and skill to establish an effective schools program in their respective schools. *Estimated Reach*: 50 districts.	Program start date not reported. Description: (1) An academy for principals that has a curriculum which promotes an instructional model that is building-based. (2) A department developed school improvement resources and planning guide that stresses building-based planning and decision making. *Estimated Reach*: 100 districts.
No Program.	No Program.	No Program.	No Program.

EDUCATIONAL OUTCOMES

Efforts for the Future

Photo courtesy of Louisiana State Department of Education

EDUCATIONAL OUTCOMES

DATA GAPS

This report and others like it can amass a number of state-level statistics on education. But there are major gaps. Among statistics on education, it is difficult, for example, to account for differences in cost of living when measuring per-pupil wealth, and we lack valid, direct measures of the proportion of students who are handicapped or have limited proficiency in English, to use as background factors reflecting educational need. Among features of the process of schooling, a true measure of the quality of teachers' professional performance is not available and will be difficult and expensive to obtain.

Missing entirely from this report are state-level measures of student outcomes, the ultimate accomplishments of the educational system. Even the most rudimentary accomplishment —succeeding in getting students to school — is plagued by inconsistencies in measuring student attendance. Other outcomes that should be reported to reflect the multiple goals of education — school completion rates, achievement, and how students do after leaving school — are affected by differences in how states define enrollments and dropouts, by differences in state testing programs, and by the lack of follow-up data on students after they leave high school.

Most states have comprehensive programs in place for testing student achievement, but each state uses a virtually unique combination of tests and testing procedures. In addition to the tests used, the time of year when tests are administered varies as do the grade levels that are tested. Standard tests used across states, such as the College Board or ACT college aptitude tests, are neither appropriate for evaluating high school achievement nor do they report on comparable samples of students among states.

Follow-up surveys of what happens to students after elementary and secondary schooling have been too expensive for most states to undertake or maintain.

As we approach the momentous task of setting national goals for our education system, rich, useful data on achievement and other outcomes will be critical.

While outcome data meeting rigorous technical standards are not presently available, steps are being taken to correct the problems. Standard definitions for counting dropouts and other categories of students who do not graduate have been developed and are being pilot tested this year by most of the states.

The most exciting prospect is that state-level achievement data will be available later in 1991. The National Assessment of Educational Progress (NAEP) has begun to conduct a pilot program to collect state-level data in mathematics in 1990 and mathematics and reading in 1992. The states are now working with the federal government to produce state level results for mathematics achievement in eighth grade in the 1989-90 school year. This is a profoundly serious undertaking in education, because it not only offers the prospect of valid, state-comparative data on achievement, it also entails arriving at a consensus among states on what should be measured.

Educators and data specialists in state and local school systems and in federal agencies are working to provide more complete and useful information on education. The National Governors' Association has released its third annual report on education. The report demonstrates the governors' belief in the value of information for assessing education and guiding its improvement. But the report again this year includes blank columns. These are for important areas of education where data still are not available. Including these columns as markers presses the education system to fill the gaps, and the system is responding. This year, we and the Governors are listing those states working to collect comparable achievement and dropout data.

NEXT STEPS

The collection of valid, state-level indicators in education is crucial to providing information that can be used constructively to establish education policies for the future.

In order to know how well the system is doing we need sound data on educational outcomes; we need that bottom line, and we need to complete that component for a full model of the education system. The outcome data will not only be available but will be interpretable in terms of demographic or regional clusters. For example, low- or high-wealth states will be able to compare themselves to see how they are doing in relation to other states facing similar circumstances, and states in a relatively homogeneous region, like the Great Lakes area might want to compare themselves. These comparisons can be made to guide short-range interpretations of relative standing without removing the principle that performance differences based on demographic factors should be reduced and ultimately removed.

In addition, outcomes must be related, at least tentatively, to educational inputs, so policymakers and decision makers have some clues as to where to place their efforts. If patterns indicate that high-performing or improving states have certain program features in common, other states might want to look at those features as areas where improvements might be made.

Over the long run, a comprehensive set of state-level indicators could tell a policymaker or program manager that, under given environmental conditions, certain policies seem to be associated with certain outcomes. Such indicators should not singly, definitively, and conclusively guide policy, but they could add immensely to the information base upon which policy is made.

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